

# **Student Guide to the Master's of Social Work Degree Program 2023–2024\***

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# **Volume I**

# **Academic and Professional Policies**

## Chapter 1 Academic Calendar

### 1.01.00: Academic Calendar

The School of Social Work (SSW) academic calendar contains important deadlines and events, such as class and field education begin and end dates, semester days off, and course preregistration periods. The School of Social Work academic calendar may differ slightly from the university's academic calendar, especially in the spring/summer term. Students should note that the academic calendar dates may differ between the online and on-campus programs. For the official SSW academic calendar, please visit:

<https://ssw.umich.edu/assets/academic-calendar>

### 1.01.01: University and School Policies Regarding Religious Holidays and Academic Conflicts

#### U-M Guidance to Students Regarding Conflicts Between the Academic and Religious Calendars

Although the University of Michigan, as a public institution, does not observe religious holidays, it has long been the university's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements.

Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities.

It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent from class or on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course.

Should disagreement arise over any aspect of this policy, the parties involved should contact the associate dean for educational programs in the SSW, the dean of the SSW, or the SSW ombudsperson. Final appeals will be resolved by the provost.

Please refer to the following website for the university listing of this policy:

<https://provost.umich.edu/resources-policies/calendars/>

## Chapter 2 Course Registration Policies

### 1.02.00: Entry to Closed School of Social Work Courses

#### For Students in the Online and On-Campus Programs

Petition forms to enter a closed social work course are available **only** on the School of Social Work website at <https://ssw.umich.edu/assets/course-enrollment-petition> shortly before registration for the appropriate term begins. The form must be completed and submitted online. By requiring students to petition for closed courses, the MSW program director and designees are able to assign seats in specific courses to students who need those classes to graduate or who provide other compelling reasons, regardless of their registration date and time. Individual faculty members are not authorized to admit students to their closed courses.

When reviewing petitions for closed courses, the MSW program director or designee considers primarily whether a student must enroll in a course in order to meet graduation requirements for the given term. While we prioritize allowing entry into classes that meet graduation requirements, we do not guarantee students will be able to enroll in every course they prefer. Other major considerations include accommodating required field placements and enrollment in a dual-degree and/or certificate/specialization program. Instructor preference is not considered grounds for entry into a closed course.

Sometimes closed courses reopen through the normal drop/add process. Students should check Wolverine Access for the open/closed status of courses. The SSW does not utilize the waitlist available on Wolverine Access. Instead, as space in closed courses becomes available, the MSW Program Director or SSW registrar's office will provide students with denied petitions permission into the course.

If you have questions or concerns about your specific course schedule, please contact your advisor directly or the technical advisors at [ssw.technicaladvising@umich.edu](mailto:ssw.technicaladvising@umich.edu).

### 1.02.01: Withdrawing from All Classes

Withdrawing from all classes, including field education and independent study, in a given term cannot be done via Wolverine Access. If, after completing registration, a student is no longer able or no longer intending to remain enrolled, the student must complete the following steps to disenroll:

1. It is strongly recommended that students in both the on-campus and online MSW programs meet with their faculty advisor (or the online program manager) to discuss how course withdrawal will impact their course completion schedule.
2. Contact the Office of Student Services and Enrollment Management and discuss withdrawal and financial aid implications. <https://ssw.umich.edu/r/student-services-contacts>
2. Complete the intent to withdraw form located at <https://ssw.umich.edu/r/withdrawal-intent-form> and submit the intent form to the Office of Student Services and Enrollment Management.

If the student withdraws/disenrolls prior to the first day of university classes, the student simply needs to contact the university Office of the Registrar and the School of Social Work registrar. The *Intent to Withdraw* form may be necessary.

**Note:** Students may not withdraw or disenroll from a term without approval from the MSW program director if there are fewer than 30 calendar days left until the end of the term or after the term is completed (see [Retroactive Withdrawal Requests, volume 1, section 2.03](#)). It is vital to note that students in the MSW programs are required to be enrolled in at least four (4) credits to be able to receive federal funding.

Students are still required to pay the registration fee and are subject to a disenrollment fee if withdrawal takes place once university classes have begun.

For more detail on disenrollment/term withdrawal and fee implications, go to <http://ro.umich.edu> .

## 1.02.02: Withdrawing from Fewer Than All Courses in the Current Term

Prior to the drop/add deadline, a student may drop a course via the class schedule in Wolverine Access. Please note that students in the MSW programs are required to be enrolled in at least four (4) credits to be able to receive federal funding.

Students are expected to make any and all adjustments to their course schedules, including dropping a course by the term's drop/add deadline and by the last date the class meets (i.e. a one-credit course may end before the term drop/add deadline). Any request after the deadline is considered an exception, for which approvals must be sought.

A student may request to drop a course or courses (fewer than all for the term) any time after the drop/add deadline and by no later than the last date the class meets. Any late drop request after the drop/add deadline for a course that has already started, if approved, will result in a W (withdrawal) on the student's transcript and may have fee implications.

The request to late-drop is initiated by the student via Wolverine Access. The student is expected to consult with their academic advisor and the Office of Student Services and Enrollment Management about potential course planning, graduation, athletic eligibility and financial aid/funding implications prior to initiating a late drop request. The late request will be routed to the course instructor for action and then to the SSW registrar. The SSW registrar will consult with the academic advisor or MSW program director, if necessary.

### Withdrawals from One-Credit Courses

Because one-credit courses begin and end at different times throughout the term, students may withdraw from them without penalty up to and including on the first day a one-credit course meets. If a grade has been submitted for a completed 1 credit hour course, it is not possible to withdraw.

For more detail on drop/add deadlines and fee implications, go to <http://www.ro.umich.edu>

## 1.02.03: Policy and Procedures for Retroactive Withdrawals

A retroactive withdrawal is defined as a request to withdraw from a course after the last day the class meets or from a full term after the last day of classes for the term. The last day of a class is the last possible date that a student may request a course withdrawal before the retroactive withdrawal request process applies. It is the student's responsibility to adhere to any published deadlines of the School of Social Work. At no point after the term has ended will a class be removed from the student record. It will remain on the record with a grade of W if the withdrawal is approved.

### Retroactive Withdrawal Requests

The School of Social Work generally discourages retroactive changes, and considers exceptions to this rule only when a student (a) makes a compelling case that withdrawal is appropriate and (b) provides documentation supporting the case.

Requests for retroactive withdrawals should be submitted in a timely manner to the SSW Registrar's Office. In general, such requests will only be considered within twelve (12) months from the end of the term/class.

Requests for changes must:

1. Provide evidence that the student was unable to complete the term. Non-attendance and/or failure to complete assignments would be considered in such instances of (but not limited to) a debilitating physical, mental, or family crisis.
2. Apply to all classes unless a physical or mental health problem prevented the student from finishing a particular class, or if the student never attends classes and forgets to disenroll for the entire term.

3. Explain why the *Intent to Withdraw* form was not submitted during the term.
4. Address any financial implications or other consequences of the change (such as MET/MESP, Veteran's Benefits, financial aid, and athletic eligibility).

For a retroactive withdrawal request to be considered, students must provide the following documentation:

- (a) an attendance record or other verification from the instructor(s) indicating the student did not complete the course(s);
- (b) a statement from the instructor(s) in support of the request for retroactive withdrawal;
- (c) physician's documentation concerning relevant physical or mental circumstances;
- (d) documentation of other extenuating circumstances (obituary or other evidence of family emergency); and
- (e) a statement from the academic advisor or the Office of the Registrar that withdrawal from this course will not affect other classes on the student's transcript (e.g. prerequisites or repetitions).

Students must submit a retroactive withdrawal request which must be approved and signed by the associate dean for educational programs, processed through the SSW registrar's office and submitted to the university registrar.

## 1.02.04: Policy on Auditing a Course

Students choosing to audit a course must enroll under audit status. Regular tuition and fees apply, and the course will appear on the transcript with the notation VI (Visit). No grade is assigned and no academic credit is earned. If a student does not complete the course to the satisfaction of the instructor, the course will be entered in the record with the notation E or ED (unofficial drop) unless the student has withdrawn officially.

Students are expected to inform the instructor of their audit status. It is expected that an auditing student will attend all classes. The instructor and the student must agree on any additional expectations for the class in terms of assignments and/or other activities.

## 1.02.05: Enrollment Requirement for Class and Field Participation

Students are not to attend classes or field without being enrolled in the MSW Program and registered for the term in which classes are offered. No credit will be given for classes attended without registration.

## 1.02.06: Dual Degree Registration Requirement

All dual degree students must enroll in their social work courses, including field instruction, under their social work career in Wolverine Access. Any exception to this policy must be approved, in advance, by the associate dean for educational programs.

## Chapter 3 Course Exemption Policies

### 1.03.00: Exemption Policies and Procedures for Essentials Courses

MSW students may pursue exemptions for essentials courses if they have already covered the material and demonstrated the relevant competencies in coursework completed within the past seven years of the beginning of the semester enrolled, with grades of B or better. (See details below.) If coursework was completed prior to the last seven years and covered major components of a course, a student should meet with the assigned academic advisor to request a course substitution, which must be approved by the MSW program director. Course exemptions do not reduce the number of credits required to graduate. If necessary, the academic advisor may recommend that a student meet with the Technical Advising Team ([ssw.technicaladvising@umich.edu](mailto:ssw.technicaladvising@umich.edu)). The exemption (and substitution) process is web-based and student-initiated.

The following essentials courses are eligible for exemptions:

- SW 505\* "Engaging Social Justice, Diversity and Oppression in Social Work"
- SW 506 "Essentials of Interpersonal Practice"
- SW 507 "Research Basics for Social Work Practice"
- SW 508 "Essentials of Social Welfare Policy"
- SW 509 "Essentials of Community & Organizational Practices"

\* Exemptions from SW 505 are very rare and approved only under extraordinary circumstances.

Students who are enrolled under the MasterTrack curriculum schedule do not need to pursue an exemption from SW 505.

#### Exemption Criteria

- Exemptions from essentials courses will be granted when students have prior undergraduate or graduate course work comparable to the content of an essentials course, including coverage of CSWE competencies as part of the course. At a minimum, students need to have completed at least two relevant undergraduate courses or one relevant graduate course to be eligible for an exemption from an essentials course.
- The courses utilized for exemption review must have been completed within the seven years prior to initial enrollment in the MSW program with a grade of B or better.
- Courses that are graded by narrative evaluation will also be considered for exemption review. When completing the *exemption request form*, if the course was not graded, but included a narrative evaluation, please indicate the grade as "narrative" in the appropriate box.
- Courses graded pass/fail, satisfactory/unsatisfactory, or on similar evaluative scales cannot be utilized for exemption review unless they are to support exemption from field education (SW 515). (Note: Courses that were graded by narrative evaluation can be considered for exemption review. Please indicate 'narrative' in the grade section of the *exemption request form* for these courses.)
- Prior work experience is not a basis for exemptions. However, significant prior work experience may be grounds for a course substitution.

Receiving an exemption from an essentials course does not lower the number of credit hours needed for graduation. Students receiving exemptions will still need to complete 60 graduate credit hours (45 if eligible for advanced standing). Receiving exemptions will increase the number of elective credits that a student must complete in the program.

#### Advanced-Standing Students

Advanced-standing students do not need to pursue exemption approval for the following courses: SW 506, SW 507, SW 508, SW 509, SW 515.

#### Students Renouncing Advanced-Standing Status

Advanced-standing-eligible students who renounce advanced-standing status are automatically exempted from the essentials courses, which are not required for advanced-standing students: SW 506, SW 507, SW 508, SW 509, SW 515.



Students with a BSW who are not offered advanced standing status may be eligible for an exemption from SW515 if they received an A grade or S grade for their undergraduate field courses.

Visit this link to access the exemption request form: <https://ssw.umich.edu/assets/exemption-request/>

## 1.03.01: Substitution Policies and Procedures for Courses

Substitutions may be granted for students wishing to take a graduate-level SW course or a graduate-level course given in another unit of the University as a substitution for a MSW required course. To request a substitution please complete this form: <https://ssw.umich.edu/assets/course-substitution/> . You must provide a rationale for the substitution, and how the course being used to substitute will cover the competencies assigned to be measured in that particular course. If you have questions please reach out to a technical advisor or your program manager.

Course substitutions may be an option for students who are denied exemptions for the advanced essential courses (649 and 678) for which exemptions are not available. However, substitutions are not routinely available for pathway required courses. Careful consideration must be given to course substitutions that incorporate competencies from required courses for which a course substitution is suggested.

You can request to substitute courses outside of the SSW as pathway electives, but it is recommended that you speak with your advisor before submitting the request. Generally other SW courses are not allowed to be substitutes as pathway electives because the pathways have already reviewed and selected the courses they want to include. The only exception is special topics courses, which are only offered by one pathway and may not have been reviewed by the others. If you're not sure about whether a course can be substituted, you should contact to the Program Director or Manager.

## Chapter 4 Transfer Credit Policies

### 1.04.00: Policy and Guidelines for Accepting Graduate Transfer Credit

Students who have completed approved graduate-level courses related to social work in another institution or another unit of the University of Michigan may be allowed to transfer this credit in the Master of Social Work program. The specific number of hours that may be transferred is subject to the following guidelines.

- Students who were degree seeking in another CSWE ( <https://www.cswe.org/accreditation/about/directory/> ) or CASWE-accredited ( <https://caswe-acfts.ca/members/accredited-universities/> ) school of social work may transfer a maximum of 30 hours of graduate credit into the MSW program.
- Students who are transferring from a degree-seeking program other than social work or from a non-degree-seeking program may transfer a maximum of 15 credit hours into the MSW program. If MSW courses are included then transferring a maximum of 19 credits will be considered.
- No more than 9 credit hours may be transferred after enrollment at the University of Michigan. All other transfer coursework must be completed prior to enrollment at the University of Michigan.
- All potential transfer credits must be earned within seven years of the student's MSW start date.
- A grade of B or better was achieved. Courses that were graded by narrative evaluation or as pass/fail (satisfactory/unsatisfactory) will also be considered for transfer credit.
- All graduate transfer credit in cognate (non-social work) courses taken in another unit at the University of Michigan or at another graduate program (in an accredited institution) will be reviewed to ensure that the content applies in a substantive way to the student's program of study.
- The maximum number of cognate credit hours that are eligible for transfer are limited to the number of exemption and elective credit hours available to the student.
- Graduate credits are not eligible for transfer if they were used toward another degree unless the student pursues an approved dual degree at the University of Michigan School of Social Work.
- All MSW students at The University of Michigan School of Social Work must earn a minimum of 30 hours of credit in order to receive a degree from this institution.
- A student may transfer up to four (4) credits of advanced field education and two (2) credits of foundation field education to cover field education requirements. Field education credits to be transferred to the University of Michigan as advanced field education must be designated as advanced field education by the other institution to receive advanced field education credit. Additional field education credits may be eligible for transfer to the University of Michigan as elective credit.
- All MSW students must complete a minimum of 8 credit hours of Advanced Field Education at the University of Michigan School of Social Work. Students in the Joint Doctoral Program in Social Work and Social Science typically will complete 8 of their advanced hours through their doctoral program.

See also [volume 1, section 19.01 Transfer of Credit Policy for Field Education](#)

**Transfer credit will not be granted until the student has satisfactorily completed at least one full-time term of work or a minimum of 9 credits. Grades in the courses for which transfer credit is granted are not included in grade point averages.**

Applicants to the MSW program should review the MSW Program Transfer Applicants page ( <https://ssw.umich.edu/programs/msw/apply/transfer-applicants> ) and submit the "Review My Courses" form ( <https://ssw.umich.edu/assets/transfer-applicant-credits/index.php?page=applicant-form> ) at or prior to the time of application.

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Potential transfer credits will be reviewed by the MSW program director and students will be notified before registering for the first term how the potential transfer credits would count in the MSW program.

If students seek to take courses to transfer once enrolled in the SSW, they should discuss potential transfer credits with their faculty advisors who will submit a request to grant such credit to the school's registrar via the Transfer of Credit Request form found at <https://ssw.umich.edu/r/transfer-credit-request> . If necessary, the academic advisor may refer the student to the Technical Advising Team to discuss potential transfer credits.

## Chapter 5 Non-Candidate for Degree (NCFD) Policy

### 1.05.00: Policy on Non-Candidate for Degree (NCFD) courses taken prior to enrollment in the MSW Program

Upon enrollment in the master's degree program, a total of 19 hours of social work courses taken as a non-degree student at the University of Michigan will automatically be applied to degree requirements, provided grades of B or better were earned, the courses were taken within seven years from the student's MSW start date, and the credits have not been used toward another degree.

Even if more than 19 credit hours of non-degree social work courses meet these provisions, only 19 hours may be applied to the degree requirements. The specific hours to be applied will be determined at the student's initial registration conference. After satisfactory completion of one full-time term in residence, the student's academic advisor may petition the MSW program director for application of further credits.

Exchange students will only be admitted from institutions with which the School of Social Work has an official partnership. All exchange students must be recommended and approved to attend the University of Michigan by their home institution before applying. Admitted NCFD exchange students will only be admitted for one term and must return to their home institution upon completion of that term. All tuition and mandatory student fees will be waived for these students in accordance with the memorandum of understanding between the University of Michigan and the home institution.

## Chapter 6 Transcripts and Grades

### 1.06.00: Obtaining a Transcript/Record of Academic Work

Transcripts are processed via the university Office of the Registrar rather than the School of Social Work Registrar. Current and many former students with a username and university/Kerberos password can order transcripts online through <https://wolverineaccess.umich.edu>.

Electronic Transcripts (PDF) are free and delivery is within minutes of the request being processed. PDF transcripts are not available to students who last attended the University of Michigan prior to fall 1993. Additional information, including other means of ordering transcripts, may be obtained by contacting the university's Office of the Registrar, (734) 763-9066,  
<http://www.ro.umich.edu/transcripts>

Students can view their term grades via Wolverine Access at <https://wolverineaccess.umich.edu>

## Chapter 7 Grades in Academic Courses and in Field Education

### 1.07.00: Grades in Academic Courses and in Field Education

In most cases, letter grades from A through E are given for class performance based on an instructor's grading rubric.

A:

- Demonstrates outstanding understanding and/or application of the course material
- Consistently exceeds expectations
- Provides exceptional insight and analysis
- Demonstrates exceptional critical thinking and problem-solving skills
- Demonstrates exceptional writing and communication skills
- Displays competence to advanced competence

B:

- Demonstrates good understanding of the course material
- Consistently meets expectations
- Provides good insight and analysis
- Demonstrates good critical thinking and problem-solving skills
- Demonstrates good writing and communication skills
- Displays emerging competence to competence

C:

- Demonstrates minimal satisfactory understanding of the course material
- Meets minimal expectations
- Provides satisfactory insight and analysis
- Demonstrates minimal satisfactory critical thinking and problem-solving skills
- Demonstrates minimal satisfactory writing and communication skills
- This is the lowest passing grade to carry academic credit
- Displays limited competence to emerging competence

D:

- Demonstrates poor understanding of the course material
- Fails to meet expectations
- Provides poor insight and analysis
- Demonstrates poor critical thinking and problem-solving skills
- Demonstrates poor writing and communication skills
- Displays limited competence

E:

- Fails to demonstrate understanding of the course material
- Fails to meet expectations
- Fails to provide insight and analysis
- Fails to demonstrate critical thinking and problem-solving skills
- Fails to demonstrate writing and communication skills
- Does not display competence

Each grade may have a plus (+) or minus (-) sign to indicate degrees of performance within that grade. A C- is the lowest grade which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit. One-credit courses may also be offered as S (satisfactory) or U (unsatisfactory).

The grading system for all field education courses consists of S (satisfactory), M (marginal), and U (unsatisfactory). S is used when the quality of performance and competency development progression is acceptable and credit is granted for the course. M is used when the quality of performance and competency development progression is less than satisfactory. U is used when the quality of performance and competency development progression is inadequate

and no credit is granted.

Field faculty are responsible for grading field education performance. Students are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics, to meet the University of Michigan School of Social Work Technical Standards, to follow field site policies and procedures and to conduct themselves in a professional manner. Failure to meet these expectations may be reflected in field instruction grades and/or other action taken by the school.

When determining the final grade in SW 515 and SW 691 Field Faculty will consider the following items:

1. The student's ability to adhere to the SSW Technical Standards. Please review these with your field instructor at your field placement site.
2. Completion of all field assignments and tasks by the assigned due date. Failure to meet due dates for field education assignments may result in a Marginal Grade. The assignments below have due dates:
  - i. Placement Verification Form (student and field instructor)
  - ii. Educational Agreement assignment selection (student and field instructor)
  - iii. Field connections participation (student to attend at least 1)
  - iv. Site Visit scheduling and participation (student, field instructor, and UM SSW field faculty)
  - v. Educational Agreement justifications and ratings (student and field instructor)
  - vi. Key learning experience assignment (student)

See explanations below for the definition of satisfactory, marginal and unsatisfactory

## Satisfactory Grade

Students will earn a Satisfactory "S" grade by:

- Timely completion of the Placement Verification Form (student and field instructor)
- Timely selection of the Educational Agreement assignments (student and field instructor)
- Active participation in at least one Field Connections Session
- Timely Site Visit scheduling, demonstration of competency progression and active participation in the site visit with UM SSW field faculty (student and field instructor)
- Submitting Educational Agreement justifications and ratings on time. Justifications should follow the directions in Canvas and course syllabus (student and field instructor)
- Submitting the Key learning experience assignment on time. This assignment is graded based on the students' ability to follow the directions in the assignment and demonstrates progressive self-reflection and critical thinking (student).

## Marginal Grade

A student that does not complete their field assignments as outlined in this document, Canvas and the course syllabus, including completion of the end of term Educational Agreement Evaluation by the established due date may receive a Marginal ("M") grade. Students who receive a marginal grade in SW 515 or SW 691 may need to complete a remediation plan (which may include additional field education hours) in order to raise the grade to "S". Students

receiving an “M” grade will not begin to accumulate field hours in subsequent terms until the remediation plan is completed. An “M” grade in SW 691 may also result in the student being placed on academic probation.

Note: A grade of “MS” or “IM” or “IS” stays on the academic record permanently.

## Unsatisfactory Grade

Receiving a grade of Unsatisfactory in SW515 or SW691 will require that the student repeat the course including all assignments and field education hours for that term. Termination due to performance issues or unprofessional behavior from a field site will result in a “U” grade for field education course for the term.

## 1.07.01: Grades for Special Circumstances

**Incomplete (I):** Used when illness or other compelling reasons prevent completion of work prior to the conclusion of the semester, when there is a definite, written plan and date for completion of course or field assignments approved by the instructor/field faculty. A grade of I may also be issued when a student fails to submit required field documentation/assignments by the published deadline. Students must co-create a deadline for resolving the incomplete grade with the course instructor. Students are encouraged to resolve incomplete grades as soon as possible after the term in which they received the incomplete grade. Any I grade remaining on a student's record more than one term after the conclusion of the term in which the grade was awarded becomes a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the spring/summer term and applies regardless of the student's subsequent enrollment or track. A change in grade will not be accepted after two terms for any reason other than clerical error. Requests for any exceptions to this policy must be initiated by the student prior to the end of the next enrolled term after the term in which the I was earned. It must be submitted in writing to the MSW program director for consideration and possible approval.

An I grade in the field education courses (SW515 or SW691) must be resolved before the student can begin the accumulation of field education hours and the development of the educational agreement for the subsequent field education course or accumulation of additional credits for SW691. For example students who receive an I grade in SW515 must resolve the I grade before they can begin SW691.

*Note:* A grade of I stays on a student's academic record permanently. Even if the student makes up the course or field education assignments according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS. If the I is not made up in the approved time frame the grade is changed to an IPL (incomplete permanent lapse) and is final and the course must be repeated.

**Extension (Y):** A Y grade is most commonly used in field education grading, and is used when planned field education activities or other course work exceeds the semester's normal time frame. A grade of Y is typically issued when completion is extended due to structural factors, such as placement into a field site that would not allow for completion within the normal semester time frame or a planned extension of field education activities beyond the end of the term. For example, a field placement at a public school requires an extension due to the school calendar that typically ends in mid-June.

A grade of Y can be issued whether extended completion is due to late placement or course design or placement in a field site requires continuation beyond the end of the semester. A written plan and pre-determined date for completion of the Y grade must be established and once the course is completed students will receive an S, M, U or I grade based on performance. A grade of Y is not used when work is incomplete due to illness, lack of submission of assignments by established deadlines, or other factors related to the student. See I grading above.

A Y grade in the field education courses (SW515 or SW691) must be completed before the student can begin the accumulation of field education hours and the development of the educational agreement for the subsequent field education course. For example, students who receive a Y grade in SW515 must complete the field assignments and the required hours within the established time frame, and receive an S grade, before they can begin SW691.

**Withdrawal (W):** Shown on student transcripts for all courses dropped after the drop/add deadline. A student may petition to withdraw from a course any time after the drop/add deadline and by no later than the last date the class



meets. If withdrawing results in the student's moving from full-time to part-time status, there may be financial aid implications. Please contact the Office of Student Services and Enrollment Management. Requests for the removal of a W grade from a student record may be made to the MSW program director and are approved only in rare cases.

**No Report (NR):** Only used when a student listed on the grade report has not been attending the class or when the instructor is unable to submit a grade due to factors related to the instructor. Students who never attend a one-credit course in which they are enrolled will receive a grade of NR (no report). Partial attendance without dropping the one-credit course may result in a grade of U or E, which carries no credit and indicates failure. Grades of NR are typically issued for field education when the reason a grade cannot be issued is due to factors related to field faculty or field instructor and not due to any problem on the part of the student. NR grades are rare and sometimes temporary.

## 1.07.02: Policy on Four-Point Grade System

The University of Michigan School of Social Work master's program is on a 4.3 grade point system with a maximum term and cumulative GPA of 4.0.

The breakdown of the 4.3 scale is as follows:

4.3 = A+

4.0 = A

3.7 = A–

3.3 = B+

3.0 = B

2.7 = B–

2.3 = C+

2.0 = C

1.7 = C–

1.3 = D+

1.0 = D

0.7 = D–

0.0 = E

Students can calculate their grade point average (GPA) by dividing the Michigan honor points (MHP) by the Michigan semester hours (MSH) on their transcript. Students can access their grades via Wolverine Access at <https://wolverineaccess.umich.edu/>

## Chapter 8 Class Attendance

### 1.08.00: Policy on Class Attendance

Students are expected to attend all of their scheduled classes. Attendance policies are left to the discretion of instructors. Instructors should give notice of their attendance policies in writing (e.g., indicated in the course syllabus) and are expected to review their attendance policy with students early in the term.

Excessive absences, as determined by the instructor, may result in a reduction in grade or a failing grade, and should be brought to the attention of the student and the academic advisor by the course instructor.

Due to the nature of many course assignments, in-class skill building activities and group projects, if a student fails to attend most class sessions or does not communicate with the instructor about missed class sections, the student may be asked by the course instructor to withdraw from the course.

## Chapter 9 Pathway Selection

### 1.09.00: Primary Pathway Declaration

Students in the on-campus program indicate a preference for a primary pathway when applying to the MSW program. For full-time students, the primary pathway is officially declared when applying to the first field placement. Part-time students select their primary pathways in their first fall semester of the program. Students completing the online program will be completing the Interpersonal Practice in Integrated Health, Mental Health, and Substance Abuse Pathway. (<https://ssw.umich.edu/admissions/msw/overview/interpersonal-practice> ).

### 1.09.01: Changing Primary Pathway Interest Prior to the First Term of Enrollment

Students should confirm that their desired primary pathway is in agreement with the conditions required of any grant or scholarship offered by the School of Social Work.

Please note that students in the part-time online program and the part-time evening on-campus program cannot change their pathway selection.

### 1.09.02: Changing Primary Pathway After Official Declaration

Occasionally, full-time students in the on-campus program or part-time students in the on-campus day program may wish to switch their chosen pathway after they have officially selected the pathway. It is in a student's best interest to make changes to the pathway prior to the assignment of the first field placement. In general, note that:

1. Not all classes are offered every semester. As such, students are strongly advised to consult with their academic advisor or the Technical Advising Team to ensure the classes they need to take will be available for registration before graduation.
2. Changing a primary pathway after beginning advanced field education may result in lengthening the duration of the program since students must complete at least eight (8) credit hours of SW 691 "Advanced Field Education" in the chosen pathway.
3. Advanced-standing students who change their primary pathway after the first term of SW 691 "Advanced Field Education" will, in all probability, need to enroll for an additional term of study.
4. Students who elect the school social work specialization will, in all probability, need to enroll for an additional term of study if they change their primary pathway after the second term of SW 691 "Advanced Field Education".

After the first term of advanced field education, students may change the primary pathway under the following circumstances:

1. There is room and availability of the required courses.
2. An appropriate field placement can be secured to accommodate the new pathway.
3. A plan is developed by the student that demonstrates that all requirements can be met.
4. Permission of the director of field education is obtained.
5. Permission of the academic advisor is obtained.
6. Permission of the field faculty and director of field education is obtained.

To change a primary pathway and complete degree requirements within four terms, the deadlines below should be

observed.

**16-Month Students**

Submit all necessary forms by the end of the second term of study.

**20-Month Students**

Submit all necessary forms by the end of the second term of study.

**Advanced-Standing and MasterTrack MSW Students**

Submit all necessary forms by the end of the first term of study.

**Out-of-Sequence and Additional Term Option Students**

May not be able to change pathways without extending the program of study.

Consult with academic adviser and field faculty.

**Part-Time Day Students**

Submit all necessary forms prior to the second term of advanced field placement.

The *Change in Pathway Request* form is located at <https://ssw.umich.edu/assets/change-in-pathway/> .

Students should also confirm that a change in pathway will not conflict with the conditions required of any grant or scholarship offered by the School of Social Work.

## 1.09.03: Adding, Changing, or Dropping Secondary Pathway

A secondary pathway (<https://ssw.umich.edu/programs/msw/pathways/secondary-pathway> ) is optional. Students that choose a second pathway must have adequate elective credits available to complete coursework for their second pathway. Students must complete the Change in Pathway Request Form located at <https://ssw.umich.edu/assets/change-in-pathway/> in order to add, drop, or change their secondary pathway.

Please note that even without declaring a secondary pathway, students may take clusters of electives to allow them to explore various practice areas.

## Chapter 10 Changing Curriculum Schedule

### 1.10.00: Changing Curriculum Schedule

In the on-campus MSW program, admitted students may want to change their curriculum schedules (e.g. advanced standing, 16 months, 20 months, Masters International Volunteer Program, MasterTrack track, etc.) prior to beginning their first term or their first term in field education. Such students may request the change by emailing the Office of Student Services and Enrollment Management at [ssw.msw.info@umich.edu](mailto:ssw.msw.info@umich.edu) including an explanation of the desired change. Students should also confirm that their curriculum schedule change will not conflict with the conditions required of any grant or scholarship offered by the School of Social Work.

Admitted on-campus students with advanced-standing status wanting to change their curriculum schedule to 16 months or 20 months, must submit a *Decline/Renounce Advanced Standing Status* form to the Office of Student Services and Enrollment Management at [ssw.msw.info@umich.edu](mailto:ssw.msw.info@umich.edu). Upon receipt of a signed *Decline/Renounce Advanced Standing Status* form, the decision is irrevocable. The *Decline/Renounce Advanced Standing Status* form can be found at <https://ssw.umich.edu/r/decline-renounce-advanced-standing>.

After enrollment, on-campus students wishing to change to a different field placement schedule must submit an *Out-of-Sequence Petition* to the Office of Field Education. Such petitions may be granted only if the field education requirements and course requirements can be met and are deemed educationally sound. The form can be found at <https://ssw.umich.edu/r/out-of-sequence-petition>.

#### Changing Part-time Enrollment Status & Field Education Sequence

Before the beginning of the first term, students admitted to the on-campus MSW program who find that circumstances necessitate a change in their enrollment status (example: from the part-time curriculum schedule to the full-time program or from the full-time program to the part-time curriculum schedule), must submit a request to the Office of Student Services and Enrollment Management at [ssw.msw.info@umich.edu](mailto:ssw.msw.info@umich.edu) for review and approval. The request must include the reasons for the desired change in status. These requests will be reviewed and approved on a space-available basis.

After beginning classes, in order for students to change their enrollment status (e.g. full time to part time, part time to full time), they must meet with their academic advisor to arrange a student success meeting.

Changes to the curriculum schedule (e.g. to full- or part-time status or day program/evening program status) following enrollment must be approved by the MSW program director, director of field education and the assistant dean for enrollment management. Please note that there may be financial aid consequences for a change in any of these statuses. Students may request a change in part-time/full-time or day/evening program status by completing the *Out-of-Sequence Petition* and submitting it to the Office of Field Education.

#### Enrolling in Additional Term Option

The Additional Term(s) Option curriculum schedule is an option available to all full-time students who would benefit from spreading the 60 semester hours required in the MSW program over five or six semesters. The option is also available to students with advanced standing status who spread the required 45 credits over four or five terms and Jewish Communal Leadership Program (JCLP) students, who spread their required 75 credits over six or seven semesters. The additional terms of enrollment allow students to enroll in fewer courses in each term. Students using the additional term option may feel less pressure and have more time to concentrate on their coursework. Students planning an extra term option often will delay their date of graduation. Students must develop an academic plan with their advisor. The Additional Term(s) Option plan must be approved by the MSW program director, assistant dean for enrollment management and the student's academic advisor and field faculty. Typically, grant and scholarship aid is not available for the additional term(s) of enrollment.

Requests for additional aid must be submitted in writing to the Office of Student Services and Enrollment Management.

To read additional details and enroll in this option, please find the *Additional Term Option* form at <https://ssw.umich.edu/r/additional-term-option>

## Definitions of Full-Time Status & Part-Time Status

**Full time:** Enrollment in a minimum of nine (9) credit hours per term

**Part time:** Enrollment in no more than eight (8) credit hours per term

## 1.10.01: Switching Between the On-Campus and/or Online MSW Programs

Online students are admitted to the online MSW program and on-campus students to the on-campus MSW program. Students may request to move between the online and on campus programs. Such requests require the approval of the associate dean for educational programs (or designee). Moving between programs involves multiple considerations (see below), and may not be possible in all cases.

Decisions to move from the on-campus MSW program to the online MSW program (or vice-versa) will be provided in writing. Due to the significant implications of such changes, a program change will not be permitted more than once. Any future desire to change between programs would require a new application to their desired MSW program and a new admissions decision (note that admission is not guaranteed).

### Critical considerations:

#### Switch from residential to online

- Students must initiate a conversation with their faculty advisor and request a student success meeting with key members of the administrative team from the online program, the Office of Field Education and the Office of Student Services and Enrollment Management to discuss the implications of this decision. Requests for a success meeting are made through the faculty advisor or by contacting the Office of Student Services and Enrollment Management.
- Unless the student has a field placement in which they can remain, students must allow at least 1 full semester for the Office of Field Education to find, develop, and secure a new field placement for the student.
- Students should understand that the online program is a part-time program spread over 7 semesters, meaning that students are not able to take more than 8 credits per semester. .
- There are probable financial implications of this switch. Students in the part time online program pay per credit hour, which can be more expensive. Students will need to communicate with the Office of Student Services and Enrollment Management and University Office of Financial Aid to further understand these implications on existing aid, scholarships, and scholar program participation.
- Be aware that the online program only offers one curricular pathway: Interpersonal Practice in Integrated Health, Mental Health and Substance Abuse.

#### Switch from online to residential

- Students must initiate a conversation with their faculty advisor and request a student success meeting with key members of the administrative team from the online program, the Office of Field Education and the Office of Student Services and Enrollment Management to discuss the implications of this decision. Requests for a success meeting are made through the faculty advisor or by contacting the Office of Student Services and Enrollment Management.
- Unless the student has a field placement in which they can remain, students must allow at least 1 full semester

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for

the Office of Field Education to find, develop, and secure a new field placement for the student.

- There are probable financial implications of this switch. Students must communicate with the University Office of Financial Aid and the Office of Student Services and Enrollment Management for further clarification.
- Be aware of the impact of switching curricular pathways. This may not be possible depending on the availability of courses, the field placement, and remaining credits the student has left to take in the program.

## Chapter 11 Standards of Academic and Professional Conduct

### 1.11.00: Student Code of Academic and Professional Conduct

Social work students are held to the highest standards of academic and professional conduct. This Code of Academic and Professional Conduct applies to all active MSW students and/or students participating in courses in the School of Social Work. This policy covers both on-campus and off-campus academic and professional activities by students.

Should concerns arise regarding a student's academic and/or professional conduct, a student success meeting may be called (See Volume 1, 14.04). Such meetings typically involve the student, the MSW program director (or designee), the assistant dean for enrollment management (or designee), the director of field education (or designee), as well as the student's academic advisor and field faculty. The goal of the student success meeting is to develop a plan of action to address the concerns.

### 1.11.01: Academic Misconduct

The MSW program in the School of Social Work maintains the highest standards of academic integrity, professionalism, and ethical conduct. All students are expected to abide by these standards in their course work, client interactions, participation in field assignments, research, and any other element of the school's curriculum and programs. Unacceptable academic behavior refers to actions or behaviors that violate these standards, including but not limited to the following offenses:

#### Cheating:

- Use of unauthorized aids or assistance in completing an academic assignment, exam, or any other assessment. This includes electronic assistance.
- The unauthorized use of notes, books, digital devices or resources, including artificial intelligence for an exam or assignment.
- Copying another's assignment or exam.
- Submitting work or information obtained from someone else under one's own name.
- Discussing or sharing information about questions or answers on an exam or other evaluative assignment without explicit permission of the instructor.
- Taking an exam or completing an assignment for someone else or having someone else take an exam or complete an assignment for you.
- Fabricating data that were not collected or generated using appropriate methods and failing to provide an accurate account of how the data were gathered or collected.

#### Plagiarism:

- The use of another's words, ideas, or work without proper citation or attribution.
- Copying and pasting text from online sources, paraphrasing without giving credit, or properly citing.
- Submitting work previously completed for another course or assignment.

#### Property Conversion:

- The unauthorized use, possession, or transfer of any property or equipment belonging to the school or others.
- This includes but is not limited to taking books or materials from the library without permission, or using equipment or software without authorization.

#### Aiding and Abetting Dishonesty:

- Knowingly assisting another student in committing an academic offense.
- Failing to report an academic offense when aware of it.

#### Inappropriate Use of Computers and Other Facilities:

- Unauthorized access to computers or other facilities, tampering with data, or using school resources for non-academic purposes.
- Includes violations of the University's Technology Policies for proper use of information resource infrastructure,



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misconduct using University resources, sharing of information, privacy and security, data management, and digital copyright.

## Unacceptable Collaboration:

- Working together on individual assignments when not permitted by instructor.
- Submitting group work as individual assignments.
- Submitting work that was completed by someone else.

## Impairment:

- Impairment refers to any physical or mental condition that affects a student's ability to participate in academic activities or field assignments, including substance abuse.
- Inability to maintain the SSW Technical Standards.

## Failure to Maintain Standards of Care:

- Failing to fulfill the requirements of field placements.
- Not meeting expectations of professional conduct.

## Falsification of Data, Records, or Official Documents:

- Fabricating research data
- Falsifying records of field placements
- Forging documents
- Altering academic records, or documents related to academic records

## 1.11.02: Professional Misconduct

Generally, professional misconduct refers to behavior that calls into question a student's ability or fitness to practice as a professional social worker.

Students are expected to adhere to the National Association of Social Workers Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>), which is hereby incorporated under these policies and procedures and to the policies and procedures of the student's field site. It is the responsibility of the student to become acquainted with the code and relevant field site documents.

In addition, students are expected to meet the School of Social Work Technical Standards as outlined at <https://ssw.umich.edu/assets/technical-standards/>.

The following actions are examples of professional misconduct. Such violations include, but are not limited to, the following major offenses:

- Criminal Activity
- Harassment
- Sexual Harassment
- Discrimination
- Inappropriate Relationships
- Retaliation
- Making False Accusations
- Violation of University Policies

## 1.11.03: NASW Social Worker's Code of Ethics for Professional Conduct

Social work students are expected to conduct themselves in all aspects of their school activities in a manner consistent with the Code of Ethics of the National Association of Social Work (NASW). Students who do not adhere to the Code of Ethics may be asked to attend a student success meeting and/or an a meeting of the Academic Concerns Committee.

## **NASW Code of Ethics Overview**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2021 NASW Delegate Assembly.*

The NASW Code of Ethics is intended to serve as a guide to the professional conduct of social workers. This code includes four sections. The first section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

A student who believes a social work member of NASW is in violation of this code of ethics can file a complaint with NASW. See instructions at <https://www.socialworkers.org/About/Ethics/Professional-Review/File-Request-for-Professional-Review>

**View the NASW Code of Ethics by visiting** <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

**See also NASW practice standards and guidelines at** <https://www.socialworkers.org/practice/practice-standards-guidelines>

## **1.11.04: SSW Technical Standards and Conduct Policy**

All students must certify their reading and understanding of the University of Michigan School of Social Work Technical Standards and Conduct Policy and that they are committed to demonstrating all the skills and abilities detailed in the policy.

### **Part I: Technical Standards Introduction & Purpose**

The University of Michigan School of Social Work (U-M SSW) is preparing students for careers as professional social workers and to be leaders of micro and macro social work practice. Becoming a professional social worker is a gradual process and involves a commitment to lifelong learning and self-reflection. The U-M SSW is fully committed to supporting and educating students as they prepare to enter the social work profession. Given the ethical responsibilities of professional social work practice to promote and protect the well-being of the clients and communities we serve, the U-M SSW has established Technical Standards for students that not only focus on academic performance but that also emphasize the abilities and attributes essential for the profession.

This document describes the Technical Standards each student must satisfy with or without reasonable accommodations, to enroll in, fully participate in, progress through, and graduate from any U-M SSW program. These requirements apply in the classroom, in field placements, in our school, the university, and in the broader community and societal context.

### **1. Communication**

Students must be willing and able to:

- Communicate effectively, responsibly, and in a timely manner in interactions with other students, faculty, field instructors, staff, clients and client systems, and other professionals with whom they might come in contact within their student role.
- Demonstrate the capacity to use effective verbal and nonverbal communication skills, including the ability to listen objectively and interpret nonverbal communication.
- Communicate clearly through written products at a level appropriate for their stage of education.

### **2. Intellectual and Cognitive Skills**

Students must have the ability to:

- Think critically and apply problem solving skills.
- Acquire knowledge and process experiences to inform practice.
- Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, emotions, biases, current and past experiences, and consider how these factors affect their thinking, behavior, interactions and relationships.
- Take responsibility for their own actions and consider the impact of these actions on others.

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- Be punctual and dependable, prioritize responsibilities, manage time, and attend class and field in accordance with relevant policy.
- Observe deadlines, and conscientiously arrange and keep appointments.
- Navigate transportation to attend field and classroom requirements.
- Integrate new and changing information obtained from the classroom and practice environment.
- Accept and integrate into practice constructive feedback received in both the classroom and field settings.

### 3. Emotional and Behavioral Readiness

Students must be willing and able to:

- Seek appropriate help to ensure that personal issues do not interfere with professional and academic performance.
- Demonstrate the ability to tolerate demanding workloads, adapt to changing environments and situations.
- Maintain respectful relationships with peers, faculty, field instructors, staff, clients and client systems, and other professionals.
- Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required social work competencies (see [https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPAS\\_Web\\_Final.pdf](https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPAS_Web_Final.pdf) )

in the field and classroom settings.

### Part II: Conduct Policy

In the interest of a fair and inclusive admissions process, the School of Social Work does not ask MSW applicants to disclose felony charges or convictions. We strongly support applications from all interested prospective students. The school endeavors to be transparent regarding challenges that social work students and alumni with criminal convictions have experienced related to field education and licensing. Please review additional information regarding this issue on the Felony Disclosure & Criminal History Information webpage (see <https://ssw.umich.edu/admissions/msw/apply/conviction-history> ).

MSW students are required to complete a *Felony and Criminal History Disclosure* form at <https://ssw.umich.edu/assets/felony-disclosure> as a condition of enrollment if they have had any felony convictions in the past ten (10) years or pending felony charges. The school requires disclosure of criminal background in order to evaluate and enable the successful completion of the field placement requirement of the degree and continued success in the social work profession. Students will be asked to disclose other criminal history at the time of field application in order to assign students to the appropriate field placement, as some field sites have a zero-tolerance policy for accepting students with any criminal convictions.

Students can participate in the graduate social work program so long as they abide by the SSW Technical Standards and Conduct Policy. Students who do not abide by these standards will be referred to the procedures described in *volume 1, chapter 12.00, Violations of the Code of Academic and Professional Conduct* .

Students who would like to request reasonable accommodations to assist them in meeting these standards should contact: U-M Services for Students with Disabilities located at G-664 Haven Hall 505 South State St., Ann Arbor, MI 48109-1045. The contact information options: (734) 763-3000; (734) 615-4461 (TDD); (734) 619-6661 (VP); (734) 936-3947 and by email at [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu) .

Please contact the Office of the Associate Dean for Educational Programs if you are having difficulty in meeting the standards while enrolled in the program: (734) 764-5340 or [ssw-adedpgm@umich.edu](mailto:ssw-adedpgm@umich.edu) .

## 1.11.05: Faculty/Student Relationships Policy

Students are required to abstain from engaging in inappropriate conduct or relationships, including those of a romantic or sexual nature, with faculty members, course/field instructors, staff members, or clients. Inappropriate conduct or relationships have the potential to pose risk to the participants or third parties; create conflicts of interest; or lead to unfair advantage or disadvantage to the participants or third parties. Students and field instructors are expected to comply with the University's policies on appropriate relationships between faculty and students. Field

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instructors are considered "faculty in the field" and therefore are required to abide by this policy.

## **Purpose of the policy**

The teacher-student relationship lies at the foundation of the educational process. As a matter of sound judgment and professional ethics, faculty members and field instructors have a responsibility to avoid any apparent or actual conflict between their professional responsibilities and personal relationships with students.

Romantic and/or sexual relationships between a faculty member/field instructor and a student have the potential to pose risks to the faculty member/field instructor, the student, or third parties. For a variety of reasons, the University strongly discourages romantic and/or sexual relationships between faculty members/field instructors and students.

## **To whom does the policy apply?**

The policy applies to any University or University sanctioned teacher, mentor, or supervisor (field instructor) of students. This includes, but is not limited to, regular instructional faculty, clinical faculty, supplemental and research faculty, postdoctoral fellows, graduate student instructors, graduate student research assistants, preceptors, and graders.

To review the policy (Standard Practice Guide 601.22) and a set of Frequently Asked Questions, visit the website of the Office of the Provost and Executive Vice President: <http://www.provost.umich.edu>

## Chapter 12 Methods of Addressing Alleged & Actual Violations of Standards of Academic and Professional Conduct

### 1.12.00: Violations of the Code of Academic and Professional Conduct

The School of Social Work and the university community view academic or professional misconduct as extremely serious and as constituting grounds for sanctions including suspension or dismissal under appropriate procedures.

It is also recognized that the unacceptable behaviors described above are often indications that the student needs assistance. Each incident and each individual involved is unique, and all mitigating circumstances will be considered with each infraction.

### 1.12.01: Academic Misconduct

Nothing in this policy prevents a faculty member from assigning grades or coursework that are determined to be appropriate as a result of an evaluation of a student's performance. When a faculty member determines that a student has engaged in academic misconduct, the faculty member may either file a charge of misconduct under this policy or exercise their authority with regard to assessing the student's performance in that course, such as assigning a failing grade or assigning additional course work for evaluation. Any student who feels that an unfair performance evaluation was conducted may appeal the grade or file a grievance (see [volume 1, chapter 13 Student Grievances](#)).

Faculty members are required to inform the associate dean for educational programs of all cases of academic misconduct that they resolve independently.

Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation. Examples of possible sanctions include:

1. Failing grade for an exam or assignment
2. Failing grade for the course
3. Restitution
4. Educational project
5. Remediation or service project
6. Additional field education hours
7. Suspension
8. Withholding of degree
9. Rescinding of degree

### 1.12.02: Professional Misconduct

Nothing in this policy prevents the school from employing temporary measures that are necessary to protect the safety or health of individuals or to maintain conditions compatible with the educational process. Similarly, this policy does not prevent the school from taking necessary administrative actions such as hold credits and library fines, as appropriate.

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Students who are found responsible for professional misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree or any other sanction deemed appropriate to redress the violation. Examples of possible sanctions include:

1. Oral or written disciplinary warning or reprimand
2. Requiring counseling as a condition of return to a program, course of study, or enrollment
3. Noting misconduct on a student's transcript
4. Requiring that a course or practicum experience be repeated
5. Requiring that additional coursework, research, or written assignment be completed
6. Restitution
7. Community service
8. Suspension
9. Expulsion
10. Withholding of degree
11. Rescinding of degree

## 1.12.03: Jurisdiction

Jurisdiction under these policies and procedures is as follows:

- A. Jurisdiction over students enrolled in the Joint Doctoral Program in Social Work and Social Science lies with the Horace H. Rackham School of Graduate Studies for charges related to academic misconduct. For charges related to professional misconduct during the course of studies leading to the MSW degree or charges not covered by the Rackham academic integrity policy, jurisdiction lies with the School of Social Work.
- B. Jurisdiction over students from other schools and colleges within the university, who are or have been enrolled in social work courses as cognates, lies with the students' respective units. For students enrolled in dual-degree programs between the School of Social Work and another school or college at the University of Michigan, jurisdiction lies with the unit(s) in which the alleged misconduct occurred.
- C. In the event there is a dispute or lack of clarity about which school or college shall take jurisdiction, the dean of the School of Social Work, in consultation with the Office of General Counsel and the head of any other interested unit, will decide which procedures to employ.

## 1.12.04: Procedures for Processing Alleged Infractions of the Code of Academic and Professional Conduct

### Involved Parties

1. **Associate Dean for Educational Programs ("Associate Dean"):** The Associate Dean is responsible for implementation of this Policy, may consult with the MSW Program Director, and may delegate the duties to another administrator. The Associate Dean or the delegate is responsible for representing the School at any hearing.
2. **Student Success Team:** The Student Success Team (as defined in [volume 1, section 14.04](#)) is involved with matters related to academic and professional difficulty and not academic or professional misconduct.

The Student Success Team shall hear matters related to academic and professional difficulty. The team is composed of the MSW Program Director (or designee), the Director of Field Education (or designee), and the Assistant Dean for Student Services or their designee(s). The respondent's academic advisor and/or field faculty may also be members of the team. The respondent will participate in meetings with the Student Success Team. These student success meetings are intended to be proactive and result in an action plan to promote student success in the program. In cases where an issue of potential academic or professional misconduct is identified during the course of a Student Success Team meeting, the Student Success Team will make a recommendation to the Associate Dean for Academic Programs, as indicated in this section.

3. **Academic Concerns Committee:** The Academic Concerns Committee shall hear matters related to academic and professional misconduct, including those related to the NASW Code of Ethics and the School of Social Work Technical Standards. The committee is composed of a faculty chair, two faculty members, and two students. Student members will not participate in meetings or hearings specific to the academic difficulty of other students. The Associate Dean will not be present at misconduct hearings. All faculty and students members of the Academic Concerns Committee have voting privileges.
4. **Respondent:** The Respondent is the student who is charged with violating the Student Code of Academic and Professional Conduct or who is experiencing academic or professional difficulty. The respondent has the following rights:
  - a. The right to review all evidence considered by the Academic Concerns Committee.
  - b. The right to appear before and present evidence and witnesses to the Academic Concerns Committee.
  - c. The right to object to the participation of a member of the Academic Concerns Committee on the grounds that the person may be biased or unable to be fair or objective.
  - d. The right to be accompanied at the hearing by a personal advisor, who may be an attorney; however, the advisor may not participate directly in the proceedings, but may only advise the student. If the student so requests, the Academic Concerns Committee may ask a member of the faculty to serve as an advisor to the student.
  - e. Compliance by all participants in the proceedings with established policies regarding the confidentiality and retention of student records.

## 1.12.05: The Academic Concerns Committee Hearing

1. The Chair of the Academic Concerns Committee will promptly notify the Respondent in writing of the time and place of the hearing, the names of the members who will hear the complaint, and to notify the respondent of rights and responsibilities regarding the Hearing, as provided in this Policy.
2. The hearing must be scheduled within 21 business days from the date that the Associate Dean referred the matter to the Academic Concerns Committee.
3. No later than seven business days before the Hearing, the Respondent must submit to the Chair:
  - (a) any written response to be considered by the Academic Concerns Committee;
  - (b) the names of any witnesses;
  - (c) copies of any documents to be presented;
  - (d) the name of any advisor and whether that advisor is an attorney, and
  - (e) whether the Respondent objects to any member of the Academic Concerns Committee participating in the hearing.
4. If the Respondent objects to any members' participation in the hearing, the Associate Dean or delegate will decide whether to remove a member from the hearing. The decision of the



Associate Dean regarding the composition of the panel is final and may not be appealed.

5. No later than three business days before the Hearing, the Chair of the Academic Concerns Committee must provide the Respondent and the Associate Dean copies of all documents submitted to the Academic Concerns Committee for consideration, including the initial written charge, the names of all witnesses, the names of any advisors and whether the advisors are attorneys.
6. The Respondent will have an opportunity to appear before the Academic Concerns Committee and present their case. The Respondent may review all documents considered by the Academic Concerns Committee, question all adverse witnesses, offer documentation, and present witnesses.
7. The hearing will be closed to the public and will be recorded by electronic means. All recordings of the hearing will be controlled by the School of Social Work. No court reporters, stenographers, videographers or similar professionals are permitted without the prior consent of the School of Social Work. The Respondent may request a copy of the recording.
8. The Chair of the Committee will preside over the hearing. The Committee is not bound by legal rules of evidence and may limit testimony based on redundancy or lack of relevancy.
9. The Committee may elect to invite University Counsel to attend the hearing. University Counsel may advise the Committee but may not otherwise participate in the hearing.
10. If the student fails or declines to appear at the hearing, the Committee may proceed to hear the case and make findings and recommendations without the student's participation.
11. The initial complainant may be asked to attend the hearing as a witness.
12. The Committee will deliberate in private, and such deliberations will not be recorded. The vote of the majority of the members of the Committee will determine whether the respondent is found responsible or not responsible for the alleged violation and will determine the appropriate sanctions. A finding that the respondent is responsible for an alleged violation will be made in the sound discretion of the Committee and based on the totality of the evidence presented.
13. The Committee will prepare a final written report containing its factual findings, determination as to the respondent's responsibility for misconduct, and sanctions, if warranted. The Committee must submit its report to the Respondent and the Associate Dean within five business days of the hearing.

## 1.12.06: Appeal Procedures

1. Within ten business days after receiving the final report, the respondent or Associate Dean may submit a written appeal to the Executive Committee. The following are the only grounds for an appeal:
  - a. There were violations of established policies and procedures resulting in an inappropriate determination.
  - b. The sanctions are inappropriate in relation to the violation.
  - c. There is new evidence that was not reasonably available at the time of the hearing and should be considered.

*Note: The Executive Committee may decline to consider any appeal that does not fall within one of these categories of error.*



2. When an appeal is filed, the Dean will determine if the sanctions imposed by the Committee will stay in effect during the appeal process. The decision of the Dean is final.
3. The Respondent may ask to appear before the Executive Committee regarding the appeal. It is at the discretion of the Executive Committee as to whether they will hear from the Respondent. The Executive Committee will convene as soon as it is practical to review the merits of the appeal and will promptly notify the Respondent, Chair of the Committee and Associate Dean regarding the date they have scheduled to consider the appeal.
  - a. In reviewing the appeal, the Executive Committee may request that individuals be present to present information relevant to the appeal.
  - b. If the Respondent is asked to appear, the respondent may be accompanied by an advisor, who may be an attorney. The advisor may not participate directly in the proceeding but may only advise the Respondent.
  - c. The appeal will be closed to the public and will be recorded. The Executive Committee will deliberate in private and such deliberations will not be recorded.
  - d. The Executive Committee will issue its determination in writing to the Respondent, the Chair of the Committee and the Associate Dean within 10 business days of the meeting to review the appeal. The decision of the Executive Committee is final.
4. The appeals process is not designed to provide for another hearing. The appeals process is designed to provide for a review of possible errors. If the appeal does not fall within one of the categories of error, the Executive Committee may decline to review the appeal and the Determination of the Committee will be final.

## 1.12.07: Policy on Waiver of Deadlines for Review and Appeal Process

All deadlines related to review and appeal process may be waived, at the discretion of the Associate Dean, the Chair of the Committee or the Executive Committee, as provided in this Policy. Requests for extensions or waiver of deadlines will be submitted to the appropriate person, depending on the stage of the process. In addition, the Associate Dean, the Chair of the Committee or the Executive Committee may, on their own initiative, alter deadlines when it is in the best interest of all parties to do so within their discretion. For example, deadlines may be adjusted during the summer in order to adjust for various scheduling changes.

## 1.12.08: Reporting Suspected Infractions and Preliminary Procedures

1. Any person may report an infraction of the Student Code of Academic and Professional Conduct to the Associate Dean, providing details of the suspected academic or professional misconduct by a student. The charge or request for investigation must be signed and dated by the person making the allegation.
2. The Associate Dean or a delegate will make a preliminary investigation into the allegations. This investigation may include discussion with all parties involved and consultation with other appropriate persons. The Associate Dean or the delegate may discuss the charge with the student suspected of an infraction and the student's advisor.
3. The Associate Dean will dispose the charge in one of the following ways:
  - a. Refer the matter to the university ombudsperson for informal resolution. The Associate Dean will notify the Respondent in writing that allegations of misconduct have been made against them

and that the matter is being referred to the ombuds. If the ombuds determines that the matter cannot be resolved informally, then it will be referred to the Academic Concerns Committee.

- b. Refer the matter to the Academic Concerns Committee for resolution. The Associate Dean will notify the respondent in writing of the allegations made against the student and the specific misconduct violations. The Associate Dean will also inform the student that the matter has been referred to the Academic Concerns Committee. Committee member names will be provided in the notice, and the student will be informed of the right to object to any member of the Academic Concerns Committee. This notice must also include a copy of this Policy.
- c. Dismiss the charge.
- d. If the student admits responsibility for the misconduct, the Associate Dean may enter into an agreement with the student regarding appropriate sanctions. A sanctioning agreement or behavioral contract voluntarily entered into by the student is not appealable.

## **1.12.09: Confidentiality and File Retention Policy Related to Academic Concerns and Professional Misconduct Procedures**

All records and information provided as part of the procedures must be treated in a confidential manner and may only be shared in a manner that is consistent with the school's and the university's student records policies.

All documents and testimony recorded and reviewed in the hearing of the Academic Concerns Committee and all materials related to appeals will be forwarded to the Associate Dean for Educational Programs for filing and will be considered a part of the student's academic file.

## Chapter 13 Student Grievances

### 1.13.00: Process Governing Student Grievances

The School of Social Work wishes to resolve all student grievances. The Student Grievances Process shall be followed when concerns or issues arise regarding a course or instructor. The Student Grievances Process is a sequential four-step course of action: (a) students shall meet with the instructor to attempt to resolve the matter; (b) should the matter remain unresolved, students shall seek out their faculty advisor for guidance and potential mediation; (c) should further problems still exist, students shall consult with the MSW program director; (d) only in extenuating circumstances or when students have followed the aforementioned process and the matter remains unresolved should student grievances be heard by the Associate Dean for Educational Programs and/or the Academic Concerns Committee.

The Academic Concerns Committee hears student grievances under the following policies and procedures. Within two weeks of receipt of a written intent to grieve, the Committee Chair will acknowledge receipt of the grievance and clarify that the Committee shall be authorized to act by vote.

#### Jurisdiction

The procedures herein prescribed shall be available to current and former students in the School of Social Work. Grievances shall be filed in a timely manner - generally within one month (and no longer than 1 year) from the situation prompting the grievance. When longer periods have passed, the grievant may be asked to sufficiently explain the latency of the complaint prior to the Committee accepting jurisdiction. These procedures shall be available with respect to complaints including, but not limited to, those that allege (a) a violation of rules and regulations of the School of Social Work; (b) unfair, unreasonable, or otherwise improperly applied rules or regulations of the School of Social Work; (c) discriminatory or capricious grading practices or field education evaluations.

It is recognized that there may be complaints regarding institutional administrative relations rather than specific individual grievances. The Committee shall not have jurisdiction over these matters. Such cases may include: (a) matters concerning relations between the School administration and community field sites; (b) matters concerning relations between the School and the University administration; (c) matters concerning relations between the School and other departments within the University system.

### 1.13.01: Procedures Governing Student Grievances

Grievances shall be made by written communication addressed to the Associate Dean for Educational Programs who will then pass along the grievance to the Academic Concerns Committee, or directly to the Chairperson of the Committee. The letter should indicate the specific nature of the grievance, list all other administrative remedies pursued by the grieving party with respect to the complaint, and the solution the aggrieved is seeking. The complaint may be returned to the grieving party for further specification or clarification. If the grievance has not been filed in a timeline consistent with guidelines, the grievant should explain the reasons for the delay. Written statements submitted to the Committee will become part of the Committee record. These procedures do not preclude informal exploration by the student with the Chairperson or member of the Committee regarding matters which may fall within the jurisdiction of the Committee.

Upon receiving a grievance, the Academic Concerns Committee shall make an initial determination based upon such investigation as deemed appropriate, whether (a) the complainant has not exhausted all other appropriate and viable remedies within the School (e.g., through the other party, the adviser, the Associate Dean's office); (b) the subject matter of the complaint falls outside the jurisdictional scope of these procedures as hereinafter defined; or (c) the complaint is frivolous or lacking in merit. The Academic Concerns Committee will decline to assume jurisdiction if it concludes that one of these conditions exists.

If the Academic Concerns Committee concludes that it should take jurisdiction, written notice to this effect shall be given to the aggrieved, the party or parties against whom the grievance is filed, and the Associate Dean's office. Except for necessary communications between the Committee, the principal parties to the grievance, and the

Associate Dean's office, all written documents submitted and testimony taken by the Committee shall be retained as confidential materials. Such records shall, however, be available to principal parties of the grievance.

## **1.13.02: Powers of the Academic Concerns Committee**

A variety of procedures and courses of action shall be available to the Academic Concerns Committee in any matter over which it has taken jurisdiction. The Committee shall have the right to obtain from administrators, the aggrieved, and the party or parties grieved against information or data relevant to the complaint. Procedures shall include: (a) informal mediatory efforts; (b) informal or formal, usually private, hearings during which the aggrieved and the party or parties grieved against will have the opportunity to present their positions; (c) advisory findings and recommendations on the merits of the protest of complaint are provided to the Associate Dean; and (d) the Associate Dean makes the final determination and implements any final actions. In addition, the Committee is authorized to bring the matter to the attention of the Dean.

## **1.13.03: Records Related to Academic Concerns Committee Processes**

All records of closed cases shall be retained in a separate file in the Associate Dean's office and shall be opened only upon authorization of the Committee; such records shall be destroyed after three years from the date of closure. No notation regarding the grievance shall be made in the student's regular record nor in the faculty employment records unless authorized by the Dean in order to carry out the recommendations of the Committee.

## Chapter 14 Academic Standing and Academic Difficulty

### 1.14.00: Policy on Conditions Placing Students on Academic Probation

Students are automatically placed on academic probation when they fail to maintain good academic standing. Failure to maintain good academic standing is defined as:

- (1) having less than a B average (below an overall 3.0 GPA)
- (2) having accumulated 9 credit hours of incomplete grades for full time students or 4 credit hours for part time students,
- (3) having a grade of U in SW 515 "Foundation Field Education" or a grade of M or U in SW 691 "Advanced Field Education",
- (4) failure to successfully complete at least 67% of course credit hours attempted. Failure to complete 100% of attempted course credits in the next term of enrollment will continue the probationary status.

Probation results in an immediate hold on registration for subsequent terms of enrollment.

In cases of initial automatic academic probation, the student is informed by email from the associate dean for educational programs. The letter details the reasons for the probation and notifies the student of the responsibility to develop an academic plan with the academic advisor in order to remove the probation status. The plan is forwarded to the ADEP for approval.

The plan must include specific dates for assessing the student's progress during the semester. If the plan requires notification of certain instructors (e.g., the need to finish an incomplete by a certain date or do extra work to improve a grade), the MSW program director notifies the instructors. If the plan involves field education, the director of field education and the student's field faculty must also approve the plan. The approved plan is placed in the student's record with copies forwarded to both the student and the advisor. If the plan is not approved, the student's status would be reviewed by the ADEP. As appropriate, the advisor shall consult with the Office of Student Services and Enrollment Management regarding any special services the student may need.

If students are concerned about being placed on academic probation, they can request a Student Success Meeting to help them access additional resources. See [volume 1, section 14.04](#) for more information.

### 1.14.01: Academic Difficulty Procedures

The Academic Concerns Committee reviews students in academic difficulty and has the authority to disenroll students or allow them to continue in a probationary status. The following situations are subject to review by the Academic Concerns Committee:

- a. Students who fail to file a plan or do not have approved plans to remove their probationary status.
- b. Students who receive grades of U for any portion of field education or a grade of M for "Advanced Field Education".
- c. Students have one semester after being placed on probation to return to good academic standing. Failure to do so will result in referral to the Academic Concerns Committee.

If the Academic Concerns Committee recommends dismissal from the school, the only method of returning to school is reapplication. If the student does not agree with the decision, they must submit a written request for review of the dismissal decision within two weeks of being notified of the committee's dismissal recommendation. The Executive Committee will then meet within two weeks to consider the case. At this meeting, the student's position is permitted to be presented fully and freely. The student may make the presentation and may be accompanied by the academic advisor or another School of Social Work faculty member chosen by the student. The accompanying faculty member may speak on the student's behalf.

## 1.14.02: Registration for Subsequent Terms for Students on Academic Probation

Students on academic probation have a hold on registration for subsequent terms. Probation related registration holds will be removed after the following conditions are met:

- Student has provided the required written plan in response to the probation letter, approved by the academic advisor, to the ADEP.
- Student has provided written documentation that they have made significant progress towards the plan.
- If the probation relates to a field issue, student must hold a field site visit that indicates successful progress in field.

If the approved plan is not submitted or is not deemed satisfactory (e.g. not followed), the student will remain on probation and will either not be allowed to register early or if already registered, will be withdrawn from their enrolled courses for the subsequent semesters. Students who remain on academic probation for a second term are also not permitted to register until the academic concerns committee recommends future term registration. Students not registered and enrolled are not permitted to attend class until the matter is reviewed according to the appropriate review process, and permission to register is granted.

## 1.14.03: Failure to Remove Probationary Status

If a student fails to resolve probationary status in accordance with the approved probationary plan, the Academic Concerns Committee will hold a hearing that may include the student's academic advisor or another faculty member of the student's choice, the student, the assistant dean for enrollment management, the MSW program director, and others who may have information relevant to the student's progress. The committee decides whether to continue the probationary status or to disenroll the student.

If the committee decides to continue probationary status, it will specify a plan of action with an explicit timetable that must be communicated to all the parties involved, including the various instructors. The academic advisor is responsible for implementing the plan and informs the associate dean for educational programs regarding its implementation. It is expected that the relevant instructors will not undertake any independent action without prior consultation with the academic advisor and the associate dean.

## 1.14.04: Policy Governing Student Success Meetings

Students may be identified by any number of SSW personnel (faculty, advisors, field agencies, various School offices etc.) or the students themselves as potentially benefiting from additional support. Examples of such cases include, but are not limited to:

- Challenges in field placements
- Student identified behavioral health, health, or mental health issues
- Difficulties in classes (e.g., missing classes, grades, learning/writing challenges, interactions with others)
- Questions regarding the student's ability to adhere to the *NASW Code of Ethics* or meet the *School of Social Work Technical Standards*

In such cases, the MSW program director and the assistant deans for field education and enrollment management (or a representative acting on their behalf) may agree that a student success meeting could be helpful. A technical advisor, academic advisor and other relevant people may be added to these support meetings. Students are welcome to include a support person of their choosing.

Student success meetings may result in a variety of outcomes, including but not limited to:

- A written plan for future steps to be taken to address the academic success challenges noted
- A modification of a student's field placement or course plan
- Recommendations for follow up, including future meetings

If issues cannot be adequately resolved or addressed with this process, the matter will be referred to the associate dean for educational programs, who may refer the matter to the Academic Concerns Committee.

## Chapter 15 Student Rights and Student Records at the School of Social Work

### 1.15.00: Students Rights and Student Records at the School of Social Work

#### Committee Participation

Students may serve on many standing committees of the school, including the Curriculum Committee, the Faculty Search Committee, the Promoting Action for Intersectional Social Justice (PRAXIS) Committee, and the Recruitment, Admissions, Student Services, and Financial Aid (RASSFA) Committee. Participation is on a 50% student/50% faculty basis, plus an additional faculty member who serves as chairperson and votes in case of a tie. The Faculty Search Committee may include one student enrolled in the master's degree program and one student enrolled in the doctoral degree program. The School of Social Work Student Government appoints and coordinates master's student membership on school committees, and the Doctoral Student Organization appoints and coordinates doctoral student membership on school committees. The Associate Dean for Faculty Affairs communicates with the School of Social Work Student Government regarding the ability of students to participate in these committees.

#### Evaluations

Course evaluations are completed by students in all courses offered by the school each term. Students also complete routine evaluations of field faculty, and the field education experience. Additionally, students complete foundation year and exit surveys that address the overall curriculum objectives.

#### Student Records

Student records are regarded as confidential and are maintained by the school primarily to benefit students in their educational and professional advancement. Requests for access to student records should be directed to the director of career services.

### 1.15.01: School of Social Work Statement of Student Rights

In accordance with the recommendation of the Council on Social Work Education, the School has developed and approved the following statement of student rights:

1. The right to be free of prejudiced or capricious academic evaluations.
2. The right of students to organize in their own interests as students.
3. The right to have representation and participation on standing committees of the school.
4. The right of students, individually or in association with other individuals, to engage freely in off-campus activities, exercising their rights as citizens of community, state, and nation. Students shall not claim to represent the School of Social Work or the university formally unless authorization has been obtained.
5. The right to establish and issue publications free of any censorship or other pressure aimed at controlling editorial policy, with the free selection and removal of editorial staff reserved solely to the organizations sponsoring those publications. Such publications must not claim to represent the School of Social Work or the university unless authorization has been obtained.
6. The right of recognized student organizations to use School of Social Work meeting facilities provided the meeting facilities are used for the purpose contracted, subject only to such regulations as are required for scheduling meeting times and places.
7. The right of students and recognized student organizations to invite and hear speakers of their choice on subjects of their choice. Students and student organizations who extend invitations to speakers must not claim to represent the School of Social Work or the university unless authorization has been obtained.



8. The right to petition through proper channels for changes in curriculum, field education, faculty advisor, and grades, and to petition through channels in cases of grievance.
9. The rights of students who are participating in research or scholarly endeavors under faculty direction as part of their formal academic program to receive appropriate recognition for their contribution to the process.
10. The right of equal opportunity to enjoy these rights without regard to age, class, color, culture, creed, disability and ability, employment status, ethnicity, gender, gender identity and expression, height, immigration status, marital status, national origin or ancestry, physical appearance, political ideology, race, religion/spirituality, sex, sexual orientation, tribal sovereign status, veteran status, and/or weight.
11. Enumeration of certain rights herein shall not be construed as to nullify or limit any other rights possessed by students; on the other hand, exercise of these rights falls within more general university-wide regental policies.

## 1.15.02: Policies and Procedures Governing Student Records

Student and alumni records are maintained by the School of Social Work in compliance with the federal Family Educational Rights and Privacy Act (FERPA) of 1974. With specific and limited exceptions, noted below, the following principles shall serve as guidelines:

- a. The School will maintain identifiable records or parts thereof only for that period reasonably necessary to serve a basic official function; and while so maintained, such information will not be shared beyond those implementing its original purposes.
- b. Information contained in the records will be available to sources outside the University only when authorized by the student or authorized by law.
- c. Students shall have reasonable access to their records insofar as that access does not violate the rights of others, in keeping with the University's policy on "Student Rights and Student Records."
- d. Data maintained solely for research purposes should not be identifiable as to person.

## 1.15.03: Procedure for Access to Student Records

Any current or former student in the School of Social Work can obtain access to the respective educational record at the Office of Student Services and Enrollment Management by written request. Address written requests to Michelle Woods, the Freedom of Information officer, at [micwoods@umich.edu](mailto:micwoods@umich.edu). The right to access includes the right to obtain copies of records at a cost to the student. An appointment is not necessary if you are requesting copies of records. However, an appointment may be necessary for students and alumni to sit and review materials in person.

## 1.15.04: Public Information

Certain data from student and alumni records is deemed as public information and may be disclosed freely, unless the student indicates in writing to the university registrar a specific prohibition for the release of such information. Such public information consists of name, address, e-mail address, telephone number, username, current enrollment status, school, class level, major field, dates of attendance, date of actual or anticipated graduation, degree(s) conferred, honors and awards received, participation in recognized activities, and previous school(s) attended.



## Chapter 16 Policy for Student Data Collection Efforts with SW Students, Staff, or Faculty, or Use of Administrative Data

### 1.16.00: Policy for Student Data Collection Efforts with SW Students, Staff, or Faculty, or Use of Administrative Data

If students are interested in conducting a survey, focus group or other type of data collection that involves SSW students, staff or faculty members, it is important that the students seek appropriate approval from the relevant stakeholders. Please also keep in mind that such requests often create additional workload for staff and are discouraged for that reason. Please adhere to the following guidelines:

1. For all projects that involve data collection within the school, the relevant stakeholders must be contacted for consultation about the project prior to initiating data collection. The students are expected to prepare a brief summary of the project and a timeline for data collection. This will avoid duplication of effort and will minimize the risk of contamination. The stakeholders may include the director of field education, the assistant dean for student services, the program director, the Curriculum Committee, the Doctoral Office, the Office of Global Activities, the Diversity, Equity, and Inclusion Office, or others, based on the focus of the evaluation effort.
2. The students, after the stakeholder consultation meeting, must submit the brief summary of the project and a timeline for data collection to the associate dean for educational programs. The MSW program director will review the materials and may recommend modifications in the survey focus and/or the timeline for data collection based on prior studies or current projects already underway. Depending on the number of survey requests, the associate dean for educational programs may request that an omnibus survey be used to minimize oversampling the same group.
3. The students must determine if the data collected and findings will be shared with anyone. If the students wish to share the findings outside of the classroom in any format, then an Institutional Review Board (IRB) process must be completed. Students and course instructors will submit an IRB proposal. (Note: This process entails a review that may take up to a month to complete. Feedback is provided accordingly.)

The SSW community supports student efforts to engage in evaluation and these guidelines are designed to assist students in following appropriate evaluation processes.

### 1.16.01: Policy for Students that Involve Data Collection Efforts with the SSW or Broader Community

Students are restricted from the use of SSW administrative data intended for administrative purposes. Such information is considered sensitive and private, according to the University's privacy statement ( <https://umich.edu/about/privacy-statement/> ), and protected according to the University guidelines on data security ( <https://research-compliance.umich.edu/data-security-guidelines> ). Students who wish to conduct surveys with members of the School of Social Work, the University of Michigan, and outside communities as respondents and/or disseminate their findings outside of the School of Social Work must follow the university's Standard Practice Guide 303.05 *Policy for Research with Human Participants* ( <https://spg.umich.edu/policy/303.05> ). When people are the subject of research, a university institutional review board (IRB) must review and approve or exempt the proposed project.

Students interested in conducting or disseminating work requiring IRB approval should consult with their instructor and/or the associate dean for educational programs. As approval can take several weeks, this process should be started early.

## Chapter 17 Financial Aid Policies

### 1.17.00: Financial Aid Policies

Financial aid decisions are made by the Office of Student Services and Enrollment Management (OSS); the Recruitment, Admissions, Student Services, and Financial Aid (RASSFA) Committee; special program faculty; the Jewish Communal Leadership Program (JCLP); the Alumni Board of Governors; and/or the Office of Global Activities (OGA) based on priorities established by the School of Social Work governing faculty and the requirements of a particular grant or scholarship.

Information is disseminated to students by the Office of Student Services and Enrollment Management regarding the application process and deadlines for application. It is the student's responsibility to utilize this information and ensure that all required materials are submitted to the appropriate offices in accordance with any stated deadlines.

#### **Dual Degree Financial Aid Policy**

Each school has separate financial aid application procedures, eligibility criteria, and award allocations; therefore, it is important that students plan their dual degree enrollment well in advance of deadlines for financial aid and keep both schools' financial aid offices informed of enrollment plans. During semesters where dual degree students receive grant or scholarship aid from the School of Social Work they must enroll in at least 12 credits under their social work career in Wolverine Access. Dual degree students accepting School of Social Work grant and scholarship aid in a given term cannot also accept aid from their other unit of enrollment for the same term of enrollment. The School of Social Work typically provides a maximum of three terms of financial aid for dual degree students. Any exceptions to the Dual Degree Financial Aid Policy need to be approved by the assistant dean for enrollment management.

**Comprehensive financial aid information is available on the SSW website.**

#### **Students in the online MSW program:**

Please note that special programs are only available to full-time students enrolled in the on-campus MSW program.

### 1.17.01: Financial Aid Appeal Process

- a. A student who feels an error has been made or policy misapplied in a particular case can bring the matter to the attention of the assistant dean for enrollment management through a written request for a revision of the financial aid award or decision. Students are notified of this revision process each academic year.
- b. If a student is dissatisfied with the determination regarding a revision request, the matter may be brought before the associate dean for educational programs for further consideration. The associate dean may consult with the Recruitment, Admissions, Student Services, and Financial Aid (RASSFA) Committee regarding policy matters, as necessary.
- c. Students who believe that they have been treated in an arbitrary, capricious, or discriminatory manner with regard to financial aid decisions, the student may contact the Office of the Dean.
- d. **All appeals must be submitted prior to the end of the term during which the financial aid decision was implemented.**

## Chapter 18 Policies Related to Students with Disabilities

### 1.18.00: Policies Related to Students with Disabilities

The University of Michigan complies with federal and state laws which affect qualified persons with disabilities. It is the policy and practice of the School of Social Work to provide equitable educational opportunities for students with documented disabilities in all programs and activities, including internships or field placements. Students with disabilities who require academic accommodations are encouraged to register with the University of Michigan Office of Services for Students with Disabilities (SSD).

SSD provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. Supportive services available through SSD include assistance with classroom accommodations, volunteer readers and note takers, sign language and oral interpreters, accessible transportation, orientation and registration assistance, special scholarships, and aids for reading and studying, such as Braille and large print materials, assistive technology, and telecommunication devices for the deaf and hard of hearing. SSD coordinators also serve as intermediaries and advocates for students with disabilities.

The Office of Field Education strongly encourages students with a disability to contact the Office of Field Education before applying to field in order to discuss any special considerations that students may have to negotiate in field.

To register or find out more about services, contact Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, (734) 763-3000 or visit <http://ssd.umich.edu>

Students with disabilities may also contact the Office of Student Services and Enrollment Management at (734) 936-0961 / [ssw.msw.info@umich.edu](mailto:ssw.msw.info@umich.edu) . Students with disabilities may also contact the Office of Field Education at (734) 764-5331 / [ssw-fieldoffice@umich.edu](mailto:ssw-fieldoffice@umich.edu) for field-related questions.

## Chapter 19 Specific Field Education Policies

### 1.19.00: Exemption from Foundation Field Education for BSW without Advanced Standing

Students with BSW from a CSWE-accredited program who did not receive advanced standing status may apply for an exemption from a portion of the requirements for field education. A maximum of 2 credits of field education, representing SW 515 "Foundation Field Education", may be filled by such an exemption, thereby reducing the required field education credit hours to 12 credits and increasing electives by 2 credits. The School of Social Work will consider competency based field education courses that were graded by letter, narrative evaluation, or by pass/fail, satisfactory/unsatisfactory or other evaluative scales.

MasterTrack students who have BSW degrees but did not meet the GPA minimum for advanced standing may still apply for an exemption from SW 515.

### 1.19.01: Transfer Credit Policy for Field Education

A student may transfer up to four (4) credits of advanced field education and two (2) credits of foundation field education to cover field education requirements. Additional field education credits may be eligible for transfer to the University of Michigan as elective credit.

Foundation field education credits transferred to the University of Michigan cannot exceed the credits earned at another institution for foundation field education. If a student has earned more than two (2) credit hours for foundation field education, no credit may be awarded toward advanced field education, regardless of the number of clock hours completed, if the transferred credit is identified as foundation field education.

Field education credits to be transferred to the University of Michigan as advanced field education must be designated as advanced field education by the other institution to receive advanced field education credit. All students must complete a minimum of eight (8) credits of advanced field education at the University of Michigan.

**Field education credit will be eligible for possible transfer within the following guidelines regardless of the number of clock hours required of the specific program/school:**

Students completing one term of foundation field education may transfer the credits to cover a maximum of 2 credits of SW 515 regardless of the number of credits given by their previous institution. If a student completed a second term of foundation field education, they may transfer in up to four credits to cover elective requirements.

A student with designated advanced field education credits, in addition to foundation field education credits, may receive two (2) foundation field education credits, advanced field education credit not to exceed four (4) advanced field education credits (per established policy), and possibly additional elective credit (if at least two terms of field were completed).

Applicants to the MSW program should review the MSW Program Transfer Applicants page (<https://ssw.umich.edu/programs/msw/apply/transfer-applicants>) and submit the "Review My Courses" form (<https://ssw.umich.edu/assets/transfer-applicant-credits/index.php?page=applicant-form>) at or prior to the time of application. Potential transfer credits will be reviewed by the MSW Program Director and students will be notified before registering for the first term how the potential transfer credits would count in the MSW program.

## Chapter 20 University Policies

### 1.20.00: Presidential Policy Statement on Sexual Orientation, Codified in Standard Practice Guide

The University of Michigan believes that educational and employment decisions should be based on individuals' abilities and qualifications and should not be based on irrelevant factors or personal characteristics which have no connection with academic abilities or job performance. Among the traditional factors which are generally "irrelevant" are race, sex, religion, and national origin. It is the policy of the University of Michigan that an individual's sexual orientation be treated in the same manner. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. (SPG 601.06)

To get help, obtain further information, or file a complaint, please contact one of the following offices: Equity, Civil Rights, and Title IX, 2072 Administrative Services Building, 1009 Greene Street, Ann Arbor, Michigan 48109-1281, (734) 763-0235, [ecrtooffice@umich.edu](mailto:ecrtooffice@umich.edu), <https://ecrt.umich.edu/>; School of Social Work associate dean for educational programs; or the Spectrum Center, 1443 Washtenaw Ave., (734) 763-4186, <http://spectrumcenter.umich.edu>

### 1.20.01: University of Michigan Nondiscrimination Policy Notice

The University of Michigan, including the Ann Arbor, Dearborn, Flint campuses as well as Michigan Medicine, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.

Inquiries or complaints may be addressed to the Equity, Civil Rights and Title IX Office (ECRT) as follows:

1. Sex/Gender Identity/Gender Expression/Sexual Orientation, including sexual misconduct:  
ECRT Sexual and Gender-Based Misconduct Director and Title IX Coordinator
2. Disability:  
ECRT Disability Director and ADA Coordinator
3. Race/Color/National Origin/Age/Marital Status/Religion/ Height/Weight/Veteran Status:  
ECRT Civil Rights Director

Inquiries or complaints may be addressed to the above individuals at:

1. Equity, Civil Rights and Title IX Office  
2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734-763-0235, TTY 734-647-1388, [ecrtooffice@umich.edu](mailto:ecrtooffice@umich.edu)
2. Equity, Civil Rights and Title IX Office  
1114 Administration Building, Dearborn, Michigan 48128-2405, 313-436-9194, [ECRT-Dearborn@umich.edu](mailto:ECRT-Dearborn@umich.edu)
3. Equity, Civil Rights and Title IX Office  
1000 Northbank Center 432 North Saginaw Street Flint, MI 48502-1950, (810) 237-6517, [UMFlintECRT@umich.edu](mailto:UMFlintECRT@umich.edu)

Title IX Notice: Sex discrimination is prohibited by federal law through Title IX of the Education Amendments of 1972. The University of Michigan does not discriminate on the basis of sex in the education programs or activities that it operates, including admissions and employment. Title IX also prohibits retaliation against reporters of sex discrimination, including reports of sex discrimination against administrators and other employees, and the University of Michigan will investigate alleged retaliation for participation in the Title IX process. Inquiries concerning the

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application of Title IX may be made to the Title IX Coordinator and/or the Assistant Secretary of the United States Department of Education. Reports of sex discrimination, including sexual harassment, may be made to the Title IX Coordinator at any time at the contact information above.

For other University of Michigan information call 734-764-1817.

## 1.20.02: University Policies Affecting Students

All students are expected to become familiar with these policies and abide by the rules and regulations explicated in these policy statements. The relevant documents are found in the *Statement of Student Rights and Responsibilities* at: <https://oscr.umich.edu/statement>

The *Statement of Student Rights and Responsibilities* is intended to incorporate other specific University policies by reference. These policies include: the University Housing's Community Living at Michigan Handbook ( <https://housing.umich.edu/wp-content/uploads/2019/05/CLAM.pdf> ), the University of Michigan Policy and Procedures on Student Sexual and Gender-based Misconduct and Other Forms of Interpersonal Violence ( <https://studentsexualmisconductpolicy.umich.edu/> ), the Responsible Use of Information Resources ( <https://spg.umich.edu/policy/601.07> ), and related student information technology policies ( <https://it.umich.edu/> ).

## 1.20.03: Campus Safety Statement

All SSW students are encouraged to register for U-M Emergency Alerts, a mass, urgent notification system. In the event of an active and major emergency the university can notify students, faculty and staff via text messages (SMS), voice message, email, etc. To register visit <http://www.dpss.umich.edu/emergency-management/alert/>

The University of Michigan Division of Public Safety and Security (DPSS) offers information and services regarding interpersonal violence reporting, hate crime information, and active shooter safety guidelines. To learn more about these services or report an incident, visit <http://www.dpss.umich.edu/>

### **Weather Emergency:**

In the event of a weather emergency during building hours, Students should find shelter in the nearest restroom, windowless offices, or proceed to the room B660 in the lower level. Building occupants should avoid using the elevator even if it is in service as a power failure may occur in transit. Maps to the nearest weather emergency shelters are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester instructors will review the emergency plan for each classroom where classes are held.

### **Building Evacuation:**

In the case of fire or building mechanical failure the occupants may be asked to evacuate the building and proceed to a designated staging area. Staff members wearing orange emergency vests will be on hand to assist with a orderly evacuation. Maps to the nearest emergency exit are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester instructors will review the emergency plan for each classroom where classes are held.

### **School Closures:**

From time to time the University of Michigan may be forced to close for any number of reasons. The most common instances are due to inclement weather, health epidemic, or building mechanical failure. Updates can be found on the school's website and the following radio stations: WUOM 91.7 FM, WWJ 950 AM or WJR 760 AM.

If the building is closed (loss of power, for example) students can call the Building Emergency Update line (734) 764-SSWB (734-764-7792) or updates or check the school website: <https://ssw.umich.edu/>

### **Campus Safety Statement:**

Each year, the University of Michigan prepares and publishes an "Annual Security Report and Annual Fire Safety Report". The report, which is issued October 1, contains detailed information on campus safety and security policies, procedures, and programs, including: crime statistics, emergency notifications and services, emergency telephone numbers, sexual assault policy, stalking laws, sexual harassment policy, alcohol and drug policies, dealing with



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workplace violence and threats, on- and off-campus support services, safe transportation after dark, safety and risk reduction tips, and relevant university programs. If you would like to receive a complete copy of the report, visit the DPSS website at <http://www.dpss.umich.edu/> or call (734) 763-3434 for Administration Offices or (734) 763-1131 for Non Emergencies.

## 1.20.04: University Policies Related to Harassment and Discrimination

It is University of Michigan policy to maintain an academic and work environment free of sexual or other harassment for students, faculty, and staff. Harassment is contrary to the standards of the university community. It diminishes individual dignity and impedes equal employment and educational opportunities and equal access to freedom of academic inquiry. Harassment by a student, staff member, or faculty member is a barrier to fulfilling the university's scholarly, research, educational, and service missions. It will not be tolerated at the University of Michigan.

The University of Michigan strives to create a community of and for learners. To do so requires an environment of trust and openness. Discrimination is unacceptable. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail if the university is to fulfill its purpose. The university offices that handle complaints of discrimination and complaint procedures related to sexual harassment and other forms of discriminatory harassment are found in the University's Policies Affecting Students at <https://oscr.umich.edu/statement>.

Students are encouraged to seek assistance and report complaints to the University offices listed in the policy statements, or to contact the School of Social Work's Affirmative Action Coordinator (the Associate Dean for Faculty Affairs) or the School of Social Work's Sexual Harassment Officers (the Associate Dean for Educational Programs or the Associate Dean for Faculty Affairs).

## 1.20.05: University Policies Addressing Faculty-Student Relations

The school subscribes to the policies regarding student-faculty relations found in the University of Michigan Standard Practice Guide, which can be found at <http://spg.umich.edu/policy/601.22>

Faculty are expected to be available for consultation with students, to respect the civil and institutional rights of students, to deal equitably and fairly with them in academic matters, to support students in their own development within the university community, and to set a high example in professional conduct both with respect to personal and corporate responsibilities and with respect to modes of dealing with ethical issues. Faculty are also expected to understand and comply with provisions made for participation by students in campus decision-making both university-wide and within the subordinate units. (Social work students are encouraged to participate in several student-faculty committees that make policy recommendations to the school's governing faculty. The School of Social Work Student Government coordinates student participation on these committees. See also [volume 1, section 15.00.](#))

The School of Social Work's Faculty Handbook also speaks to student-faculty relationships. Faculty are expected to be aware that their positions of authority, their identity as experts and as role models, and the general deference with which students relate to them can give a faculty member great power and influence over students. Thus, relationships with students outside the academic context must be treated with special caution, care, and professional integrity.

Financial transactions between faculty and students are discouraged. Any financial transactions between faculty and social work students must be approved by the dean.

Faculty members shall not accept students in the School of Social Work as social work clients.

The university's policy on sexual harassment applies to faculty-student relationships. The relationship between faculty and adult students, however complex it may be, is ultimately and structurally asymmetrical. Like any professional relationship, it rests upon a special form of trust and reciprocal respect. Sexual relationships between faculty members and students risk diminishing or even voiding this trust and respect. Moreover, the asymmetry of

this relationship means that any sexual relationship between a faculty member and a student is potentially exploitive and should be avoided.

## 1.20.06: Emotional Support Animals (ESAs)

The School of Social Work's policy on emotional support animals (ESAs) is based on current university policies and current legislation around ESAs. As these policies/laws change, we will modify our current policy as needed.

Policy:

Given the host of challenges ESAs in classrooms may present, it is not considered a reasonable accommodation at this time to permit emotional support animals into SSW classrooms, clinical sites and other campus locations outside of housing. While the SSW recognizes the importance of ESAs for some student learners, the health and safety risks for other student learners when ESAs are in the classroom is too great. Regarding field placements, field placement sites have their own policies related to ESAs and students would need to follow the field placement site policies.

## 1.20.07: SSW Internal Communication Policies

U-M SSW internal communication channels, such as [ssw.msw@umich.edu](mailto:ssw.msw@umich.edu), exist for current SSW students to share resources, information, create dialogue relevant to their MSW program and the social work profession. We expect that University of Michigan policies will be followed on this shared resource. University policies prohibit using University resources for personal commercial purposes or personal financial gain. Additionally, while we encourage healthy dialogue related to current events, policies also prohibit university resources being used to campaign for or against a ballot initiative, candidate running for office, or political campaign.

For more information, please refer to the following U-M policies:

U-M SPG 601.07 Responsible Use of Information Resources ( <https://spg.umich.edu/policy/601.07> )

Guidelines for Political Campaigns and Ballot Initiatives ( <https://www.govrel.umich.edu/index.php/government-relations/guidelines-for-political-campaigns-and-ballot-initiatives/> )



## Chapter 21 Laptop Requirement Policy

### 1.21.00: Laptop Requirement Policy

The School of Social Work (SSW) requires all Master of Social Work (MSW) students to obtain a personal laptop computer or, for students in the online MSW program, a laptop or desktop computer. Laptops are used in some on-campus classes, in group projects outside of class, and can serve your other information processing needs. The SSW utilizes virtual lab technology that all students can access anytime, anywhere, making a laptop essential.

The SSW and U-M are both PC- and Mac-friendly and specific device configuration recommendations are below. A recent version of a modern operating system should allow students to access all necessary software and systems. Students should also consider their own needs when purchasing a laptop. The SSW does not provide support for student-owned computers.

Students may pursue a budget increase from the university Office of Financial Aid for a one-time computer purchase. Students lacking the resources to purchase an appropriate computer may request assistance from the Office of Student Services and Enrollment Management.

#### Computer Purchasing Recommendations

##### Windows laptop/notebook:

- Dual core 2.4 GHz minimum processor
- Minimum of 8 GB RAM
- 256 GB minimum SSD or 500 GB minimum hard drive
- Wi-Fi supporting 5 GHz 802.11 a/b/g/n/ac (or better)
- Windows 10
- At least one year of extended warranty suggested

##### Macintosh laptop/notebook:

- Dual core 1.6 GHz minimum processor
- Minimum of 8 GB RAM
- 256 GB minimum SSD or 500 GB minimum hard drive
- Wi-Fi supporting 5 GHz 802.11 a/b/g/n/ac (or better)
- Mac OS Big Sur (or newer)
- At least one year of extended AppleCare warranty suggested

**Please note:** Tablets and Chromebooks do not meet the laptop requirement as they are unable to run statistical software.

One source for purchasing a laptop is through the University of Michigan Tech Shop (<https://techshop.umich.edu/>). The U-M Computer Showcase is on campus and offers academic pricing on a selection of computers and software. The U-M Tech Shop Support & Repair centers (<http://its.umich.edu/computing/computers-software/tech-repair>) offer no- and low-cost services for computers purchased in the showcase and elsewhere.

#### Frequently Used Software

Due to the nature of assignments in the SSW, students would benefit from having Microsoft Office (or a similar software package) on their computer. Additionally, some professors may require that students purchase SPSS for their personal computers. The University of Michigan Computer Showcase offers software to students for free or an affordable cost:

- Microsoft Office 365 Education is free to U-M Students (<https://its.umich.edu/communication/collaboration/microsoft-office-365/getting-started>)
- Adobe Creative Cloud is free to U-M students (<https://its.umich.edu/computing/computers-software/adobe-creative-cloud>)
- SPSS can be purchased at a discount through the Tech Shop, generally between \$35-\$45 (<https://techshop.umich.edu/catalogsearch/result/?q=spss>)

Contact the Office of Student Services and Enrollment Management (734) 936-0961 or <https://ssw.umich>.

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[edu/r/student-services-contacts](https://ssw.umich.edu/r/student-services-contacts) with questions or concerns regarding this policy. Visit <https://ssw.umich.edu/offices/ssw-it-services> to see computer support options. See <https://its.umich.edu/tech-guide> for additional information.

# **Volume II**

## **MSW Curriculum**

## Chapter 1 SSW Mission

### 2.01.00: School of Social Work

#### **U-M MSW Program Mission**

Advancing the social work profession's vision and values, the University of Michigan School of Social Work seeks to develop a more equitable, caring, and socially just society. Such a society meets basic human needs, eliminates social and economic inequities, and empowers individuals, their communities, and institutions to reach their aspirations and potential. Drawing on an interdisciplinary faculty within a public university seated in a region of enormous need and promise, the School is dedicated to education, research, and service that fosters progressive change at local, national, and global levels.

#### **U-M MSW Program Goals**

1. The School will provide an excellent education to students and practitioners in the knowledge and skills needed for contemporary and evolving social work practice.
2. The School will create and disseminate knowledge about individual, community, and organizational concerns; social issues; social policy; and practice interventions, within a tradition of multi-disciplinary and multi-professional research.
3. The School will engage in service to the community, the profession, and society through collaboration and leadership.

In considering social work as a profession, applicants should also consider the primary mission of the social work profession, spelled out in the National Association of Social Work's Code of Ethics:

*The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to and address problems in living.*

The School of Social Work admits students into the MSW program (accredited by CSWE) through the following program tracks: 16-month, 20-month, 12-month advanced standing, MasterTrack MSW, part-time online, part-time residential and Masters International Volunteer Program. These tracks are designed to provide flexibility for students. In addition, for a limited number of students, the school offers an additional term(s) option.

On-campus students can specialize in one of eight pathways, while our online students are able to specialize in the Interpersonal Practice in Integrated Health, Mental Health and Substance Abuse pathway. More pathways will be added to the online program in the future.

Education is not restricted to the formal classroom environment. Most classes range in size from 10 to 35 and offer students an opportunity to learn from each other as well as the instructor. Informal "brown bag" seminars, independent studies, community lecturers and workshops run by leaders of local and national stature greatly expand students' educational opportunities, both within the school and throughout the university.

## Chapter 2 MSW Degree Requirements

### 2.02.00: Master of Social Work Degree Requirements

In order to graduate the student must fulfill the following requirements:

1. Maintain good academic standing. That is, a grade average of B (GPA 3.0) must be achieved and overall performance must be satisfactory in classroom-based and field education courses.
2. MSW degree students must complete all requirements for the degree within four (4) years of first enrollment as a degree candidate in the University of Michigan School of Social Work. If that time limit is exceeded, the student, with the approval of the faculty advisor, must petition the associate dean for educational programs for an extension, giving reasons for the request, justifying the contemporary relevance of any work taken more than six years prior to the expected degree date, and submitting a plan for the completion of the remaining work. The student may be required to take additional examinations and/or an additional amount of coursework.
3. Satisfactorily complete 60 credit hours, unless advanced standing has been granted, are part of either the UM-Dearborn Human Services & SW or U-M Sociology & SW programs, or MasterTrack MSW status has been approved, in which case credits may be reduced to 45 hours. The distribution of required courses varies according to the choice of pathway.

Note that under no circumstances can a student complete the MSW program with fewer than 30 University of Michigan School of Social Work credit hours. In rare cases, a student may have a maximum of 30 graduate social work credits that are eligible for transfer from another accredited graduate social work school. For additional information on transfer credits, students can refer to the appropriate section in this guide.

In order for the Office of the Registrar to evaluate whether a student has met the requirements for the MSW degree, the student is required to submit a degree/diploma application. The application is submitted online through Wolverine Access and must be submitted before any degree can be awarded.

It is the Office of the Registrar's responsibility to confirm that a student's academic record reflects that all degree requirements have been met. This does not necessarily include informing students if they are not, as that responsibility lies with the student. However, as a courtesy, the registrar does reach out to students when potential problems in meeting requirements are evident. This contact is almost always via the student's University of Michigan e-mail account.

Submission of the degree/diploma application (done online via Wolverine Access) by the following dates will permit the Registrar, as a courtesy to the student, to perform an audit of the student's graduation requirements prior to the end of the drop/add period for the final term in which the student expects to be enrolled. Meeting these deadlines will also help to ensure inclusion in the University Commencement Program publication. The deadline dates are as follows:

- December graduation: August 1;
- May graduation: November 1;
- August graduation: February 15

Degree/diploma applications submitted after these dates may affect student's early registration appointment times for upcoming terms, may result in a late audit of degree requirements and if a problem arises at a late date, may delay the award of the degree, and can delay the receipt of the diploma. It is the student's responsibility to submit a degree/diploma application; to be aware of what their degree requirements are, and to fulfill them in a timely manner. The appropriate *Course Planning Worksheet* and this *Student Guide* are the resources the student should utilize for this purpose. They may be found at <https://ssw.umich.edu/assets/course-planning-workseets> and <https://ssw.umich.edu/msw-student-guide>.

## Chapter 3 Essentials Requirements

### 2.03.00: Essentials Course Content

Essential course content is designed to provide students with the knowledge and skills that every social worker should have, regardless of their area of specialization. The essentials curriculum provides students with an introduction to the fundamentals social welfare policy as well as social policy formation; direct practice methods at multiple system levels (i.e., individual, family, group, organization, and community); social work and social science research and program evaluation; and social work's role related to social justice, diversity and oppression. Most of this essentials content is contained in the foundation curriculum, as follows:

- SW 590 "Introduction to Social Work Practice"
- SW 505 "Engaging Social Justice, Diversity, and Oppression in Social Work"
- SW 506 "Essentials of Interpersonal Practice"
- SW 507 "Research Basics for Social Work Practice"
- SW 508 "Essentials of Social Welfare Policy"
- SW 509 "Essentials of Community and Organizational Practice"

Essential course content is also contained in the following, advanced courses:

- SW 649 "Practicing Policy with Current Events"
- SW 678 "Program Evaluation and Applied Research"
- SW 689/699 "Social Work Capstone"

### 2.03.01: Foundation Curricular Objectives: CSWE Core Competencies & Practice Behaviors

The School has adopted the Council on Social Work Education (CSWE) core competencies as its foundation curricular objectives. The school currently practices the 2015 Educational Policy and Accreditation Standards (EPAS). Each competency has a set of corresponding practice behaviors, which are attended to through field education. The competencies and practice behaviors are introduced in the foundation curriculum. The competencies and practice behaviors can be found at <https://www.cswe.org/getmedia/23a35a39-78c7-453f-b805-b67f1dca2ee5/2015-epas-and-glossary.pdf>.

## Chapter 4 Pathways in the Specialized Curriculum

### 2.04.00: Pathways in the Specialized Curriculum

The School has based its specialized pathways on the idea that rapidly changing policies, emerging evidence-based practices, and dramatic changes in service delivery patterns and structures require a graduate to be well-grounded in the methodologies of change in order to be prepared for professional social work practice. The specialized curriculum builds on the generalist foundation curriculum and provides students the choice of concentrating on one of eight pathways: Community Change; Global Social Work Practice; Interpersonal Practice in Integrated Health, Mental Health, and Substance Abuse; Management & Leadership; Policy & Political Social Work; Program Evaluation and Applied Research; Social Work Practice with Older Adults & Families from a Lifespan Perspective; and Welfare of Children & Families.

At this time students participating in the Online MSW Program are only able to pursue the Interpersonal Practice in Integrated Health, Mental Health and Substance Abuse Pathway.

The pathways are derived from different approaches to implementing change at micro, mezzo, and macro levels of intervention. Each pathway has a unique set of skills and knowledge, though the CSWE competencies serve as a basis for all. Pathways seek to broaden and deepen foundation knowledge and skills, and enhance the specialized skills needed for students to select and implement interventions within their chosen scope of practice.

All students in the school are required to complete one pathway, which determines their advanced program of study. Each pathway has specialized competencies and practices behaviors that are listed on the school website. ( <https://ssw.umich.edu/assets/ssw-pathway-competencies/> ) .

Students in the on-campus program have the option of completing a secondary pathway, which will be comprised of their elective credits. This is not a current option for on-line program students.

Students should follow the *Course Planning Worksheet* ( <https://ssw.umich.edu/assets/course-planning-worksheets> ) that corresponds with the date they entered the program.

## Chapter 5 Advanced Curriculum Objectives

### 2.05.00: Advanced Curriculum Objectives & Practice Behaviors

The MSW program defines its advanced, or specialized, curricular educational objectives according to the Council on Social Work Education's definition of specialized practice in Educational Policy M2.1:

*"Specialized practice builds on generalist practice adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a board range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy and service delivery."*



## Chapter 6 Interprofessional and Interdisciplinary Education

### 2.06.00: Interprofessional and Interdisciplinary Education Requirement

All students are required to complete 2 credits of Interdisciplinary or Interprofessional Education (IPE/IDE). IPE/IDE courses intentionally integrate interprofessional and/or interdisciplinary perspectives through course design (e.g., content, readings, speakers, and/or assignments). IPE/IDE integrated courses may be social work courses, cross-listed with, or listed separately by another UM graduate school, department or unit. Each pathway in the SSW has identified at least one course that meets the IPE/IDE credit requirement. Meeting the IPE/IDE requirement does not require taking any additional courses in the MSW curriculum.

#### Interdisciplinary/Multidisciplinary

This category of courses involves meeting ONE of the following three criteria:

- SSW courses that have a focused, intentional integration of interdisciplinary perspectives through assigned interdisciplinary content, readings, speakers, and/or assignments.
- SSW courses that have been purposely designed to include students from other departments. These classes might be cross listed or listed as a “meet together.”
- Enrollment in a course in another UM school, department or unit. This provides you with an opportunity to learn together with students from other disciplines enrolled in the same course, and from a perspective other than social work.

#### Interprofessional Education (IPE)

This category of course involves one of the following two criteria:

- IPE-designated courses are distinctly defined by intentional objectives of students learning about, from, and with each other. Intentional course design and coordination with other schools that assures two or more disciplines will be enrolled in the course. Content and assignments focus on interactive teamwork which intentionally addresses and evaluates one or more of the 5 IPE Core Competencies (Values/Ethics, Roles and Responsibilities, Interprofessional Communication, Teams/Teamwork and Intercultural Humility). To obtain IPE designation, instructors must submit course IPE proposals to the Center for IPE Curriculum Committee for review and approval.
- IPE-designated courses might be offered through the SSW or might be offered through another department or unit. A listing of IPE courses at the University of Michigan can be found here: <https://interprofessional.umich.edu/about/courses/> . Examples of specific courses that are listed in SSW include SW617 (selected sections), SW714, SW540/541/542, SW787. There are other IPE designated courses that include social work students but are primarily listed as courses through other schools.
- Students who are placed in designated field placements in hospitals, and integrated health settings will be required to take the 2 credit SW714 Team-Based Clinical Decision Making course which is offered in winter term. Students in the part-time programs may be exempted from this course.
- IPE integrated courses are social work courses that include/have embedded at least one of the IPE modules as a required element of an existing course. These modules include:
  - Introduction to IPE: The Introduction to IPE Module introduces students to the current healthcare landscape through the perspectives of patients and families as well as faculty. It then provides an overview of the history of interprofessional education and how it relates to the quadruple aim of health care: improved patient experience, improved population health, increased workforce satisfaction, and reduced cost of health care. The content is appropriate for students across the health science schools and is ideal for learners early in their programs. This

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module is a program requirement for a majority of the U-M health sciences.

- Teams & Teamwork: Foundational course designed for students better to understand team dynamics and improve their team-building skills.

## Chapter 7 Field Education

### 2.07.00: Credit Hour Policy

The School of Social Work definition of a credit hour formalizes compliance with federal expectations and assists with consistency through the School of Social Work. As such, the School of Social Work utilizes a ratio of one hour of classroom instruction to two hours of out-of-class activity. Specifically:

- One credit is equal to approximately 45 hours of total work over the semester.
- Three credits is equal to approximately 135 hours of total work over the semester.

Because of the critical nature of reflection, integration, understanding the use of self in practice, self-care, and praxis to social work education, it is expected that a portion of these total work hours will be devoted to activities that further these aims. These activities may include, but are not limited to:

- The practice of critical self-care and building resilience.
- Integration of the concepts and theories presented in class with direct practice experiences such as those in their field courses.
- Engaging in activities that enhance self-reflection, self-awareness, and emotion regulation.

The total amount of in classroom and out of classroom work may differ in cases where direct, in-person instruction is not the primary mode of instruction, such as hybrid or online courses, independent studies, etc.

Credits will be awarded based on expected learning outcomes and documented learning objectives linked to accreditation standards within a specified academic period.

### 2.07.01: Field Credit Requirements

The Master of Social Work (MSW) degree is earned through satisfactory performance in 60 credits or, for advanced-standing, MasterTrack or MicroMasters MSW students, 45 credits of coursework. Field education constitutes 14 of the 60 credits, with 2 credits earned at the foundation level (SW 515) and 12 credits earned at the advanced level (SW 691) unless the student has been granted an exemption. Students must complete a total of 912 hours of field education with progressive demonstration of competency development, unless advanced-standing status has been approved. If students are granted advanced-standing status, they must complete 684 hours of field education and demonstrate progressive competency development. The field placement offers an opportunity for students to add depth and breadth to their previous experiences and apply concepts and theories learned in the classroom. This applied, experiential learning requirement provides students the opportunity to engage in MSW scope of practice activities under the direct supervision of a licensed masters social work field instructor. The field placement is an integral part of the MSW program and has strict standards from the Council on Social Work Education (CSWE) that must be adhered to. The School of Social Work does not grant field education credit for current (unless an employment based field placement has been approved, see [volume 3 section 5.01 Employment-Based Field Placements Policy](#)) or past work experience or life experience.

Each credit of foundation field education equals 114 clock hours. 2 credits or 228 field-site clock hours of foundation field education are required. Each advanced field education credit equals 57 clock hours. 12-credits and 684 field-site clock hours are required. The number of days per week that a student spends in the field placement setting is based on the number of credits registered for and is figured based on a 15 week term. Students need to enroll for a minimum of 16 clock hours of field per week for each term the student is enrolled in a field course (SW 515 and SW 691). Field placements may involve a combination of both in-person and hybrid learning activities.

One field day is considered to be that which the field setting defines as such, typically 7 or 8 hours. Students placed in settings such as public schools, where a typical work day might be less than 7–8 hours, should be especially careful in developing a field schedule to ensure that the required number of field hours is completed per term.

It is important to emphasize that field education involves progressive learning and demonstration of social work competency development, in addition to the completion of the required field education hours. Satisfactory competency development is the ultimate determinate as to whether students have met the field education requirement of the MSW program.

## 2.07.02: Distinction Between Foundation and Advanced Field

### Field Credit Structure

*"Foundation Field Education"* (SW 515) = 2 credits total required. Each credit corresponds to 114 clock hours, so  $2 \times 114 = 228$  total clock hours for foundation field education.

*"Advanced Field Education"* (SW 691) = 12 credits total required. Each credit corresponds to 57 clock hours, so  $12 \times 57 = 684$  total clock hours for advanced field education.

Grand total field credits and clock hours required = 14 credits and 912 clock hours (unless advanced-standing status is granted or student is exempt from SW 515. In this case, the grand total is 12 credits and 684 clock hours).

### Field Education Goals

#### Progressive learning and competency development throughout the field education courses.

*"Foundation Field Education"* (SW 515): Students attain generalist perspective and fundamental skills through exposure to multiple roles and practice approaches addressing the needs of individuals, families, groups, organizations, and communities while being introduced to the required social work competencies.

*"Advanced Field Education"* (SW 691): Students deepen knowledge, skills, values, and cognitive/affective processing to demonstrate proficiency in the social work competencies of their chosen pathway.

#### Progressive Skill Development

*"Foundation Field Education"* (SW 515): Emerging competency.

*"Advanced Field Education"* (SW 691): Emerging competency, competency and advanced competency.

### Field Assignments

*"Foundation Field Education"* (SW 515): Assignments are based on the course statements for SW 515.

*"Advanced Field Education"* (SW 691): Advanced field assignments are based on the SW 691 course statement that pertains to the student's pathway. Assignments are related to the pathway and practice behaviors established by the pathway. At least 80% of assignments should involve practice in the student's specialized pathway.

## 2.07.03: Doctoral Degree (Pre-MSW) Field Schedules and Requirements

Students entering the Joint Doctoral Program in Social Work and Social Science without the MSW (professional degree) enroll simultaneously in the School of Social Work and the doctoral program. They must complete all required coursework and satisfy requirements for field education. In consultation with their faculty advisor, the doctoral student may elect to substitute the research internship (or departmental equivalent) for up to 8 credits of field.

All pre-MSW doctoral students are scheduled to start field placement in their second term (winter term). All students must enroll in SW 515 (2 credits) and SW 691 (4 required credits) for a minimum of 6 field credits. Doctoral students can substitute up to 8 of the 14 required field placement credits with their research practicum. Should a doctoral student decide to start field in the fall term, they must consult with the doctoral degree field faculty and the director of field education, who will assist them in completing the required *Out-of-Sequence Petition*. The *Out-of-Sequence Petition* can be found under MySSW on the School of Social Work website. Students are also required to seek consultation from the SSW Doctoral Office regarding their schedule and commitments.

### Winter & Spring/Summer Term Field Placement Schedule and Credits

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SW 515: 2 credits foundation field = 228 clock hours or 2 days per week in the field setting. Winter term.

SW 691: 4 credits advanced field = 228 clock hours or 2 days per week in the field setting. Spring/summer term.

## Chapter 8 Credit Hour Policy

### 2.08.00: Field Education

Students' field placement is the applied, experiential training portion of the MSW program and is the signature pedagogy of social work education. Field education is the opportunity for students to take the concepts, theories, and skills they learn in the classroom and apply them in a real-world learning environment. For these field courses, students will be placed in a field site based on the selected primary pathway and learning goals.

A student must earn 14 hours of field education credits (912 clock hours), of which 12 of the 14 credit hours must be in "Advanced Field Education" (SW 691), in order to graduate. At least 8 credit hours of advanced field education must be in the student's specialized pathway. Advanced standing students need only 12 credit hours of advanced field education credits (684 clock hours) to graduate.

U.S. citizenship or legal permanent resident status is required for all students in the online MSW program. Students who are living abroad must complete their field placement in the U.S.

The field education program is structured according to students' curriculum schedule. Please visit <https://ssw.umich.edu/programs/msw/program-length> for more information.

See more detailed information about field education in volume III.

## Chapter 9 Electives

### 2.09.00: Electives

All students complete elective credits as part of the MSW degree program. Students can complete any graduate-level course in the School of Social Work or graduate courses elsewhere at the University of Michigan to meet elective course requirements.

In keeping with the multicultural mission of the school, students may apply up to 4 graduate-level language credits toward their MSW degree. The language under consideration must have relevance to the population (see [volume 2, section 09.03](#) for the policy regarding undergraduate language courses) of interest to the student and must be approved by the advisor. These credits will be counted as elective credit.

### 2.09.01: Independent Studies Courses

There are occasions when a student wishes to study a special social work-related topic for which no regular course is being offered. In this situation, an independent study may be completed. The student must first obtain the approval of a faculty member who is willing to sponsor and supervise the course. An explicit contract must be developed about the content of the course, the nature of the assignments, and the form of the evaluation. An Independent Studies recording form must be completed and is available at <https://ssw.umich.edu/my-ssw/class-related-forms>

An independent study course may be counted as an elective. Occasionally, an independent study course can substitute for a required course. Such substitution requires an explanation as to why the required course cannot be completed, how the independent study satisfies the specific course objectives of the substituted course, and the approval of the instructor, a technical advisor and the exemption consultant, if necessary. The MSW program director has the final approval on substitutions for required courses. Students may register for no more than six (6) credits of independent study coursework per term, and for a maximum of twelve (12) independent study credits overall to meet degree requirements.

It is assumed that each credit hour of in-class time will require additional time outside of class, as noted in the Credit Hour Policy (<https://ssw.umich.edu/credit-hour-policy>).

### 2.09.02: Courses from Other Departments

The school encourages students to complete courses from other university units which contribute to their educational objectives. In some instances, such courses can substitute for required social work courses. Prior to registration each term, the school provides a listing of courses of potential interest to social work students via the website at <https://ssw.umich.edu/courses/other>. Information about courses can also be obtained from the departments where they are offered.

Students who plan to take courses from another university unit to substitute for a required social work course must get the approval of a technical advisor from the SSW Technical Advising team on a *Substitution Request Form* and the approval of the MSW program director. The approved form will then proceed to the SSW registrars office for further processing. This form is available at <https://ssw.umich.edu/my-ssw/class-related-forms>

*Note: Students can usually register for these courses when registering for social work courses.*

### 2.09.03: Language Courses

Since virtually all beginning language courses are undergraduate courses, the following guidelines will apply:

In keeping with the multicultural mission of the school, students may apply up to four (4) graduate-level language

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credits toward their MSW degree. The language under consideration must have relevance to the population of interest to the student and must be approved by the advisor. These credits will be counted as elective credit.

- a. One (1) credit hour of an undergraduate language course which does not award graduate credit is equal to 0.5 hours of graduate credit.
- b. One (1) credit hour of a graduate language course is equal to one (1) credit hour of graduate credit.
- c. In order to be counted toward the MSW degree, the student must earn a grade of B or better in an undergraduate course and C– or better in a graduate course.
- d. Credit hours from language courses taken prior to entering the MSW program may not be counted toward the MSW degree.

In order for graduate credit to be granted for an undergraduate language course, a request for graduate credit form needs to be signed and approved by the student's faculty advisor. The form can be found at <https://ssw.umich.edu/my-ssw/class-related-forms> and needs to be submitted to the SSW Registrar. Credit will not be granted until the subsequent term provided that at least the minimum grade has been earned.



## Chapter 10 Intensive Focus on Privilege, Oppression, Diversity, and Social Justice

### 2.10.00: Intensive Focus on Privilege, Oppression, Diversity, and Social Justice

All courses within the curriculum have been built with an intensive focus on privilege, oppression, diversity and social justice (PODS). Each course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice and illuminate injustices and that are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, each course will support students developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice, working toward social justice processes, applying intersectionality and intercultural frameworks and strengthening critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

## Chapter 11 Dual Degree Options

### 2.11.00: Dual Degree Program Options

On-campus MSW students pursue dual degrees in the following, provided they have been admitted to both programs:

- Dual-Degree Program in Social Work and Business Administration
- Student-Initiated Combined Master's Degree Program in Social Work and Public Health
- Student-Initiated Combined Master's Degree Program in Social Work and Public Policy
- Dual-Degree Program in Social Work and Law
- Dual-Degree Program in Social Work and Information Science
- Student-Initiated Combined Master's Degree Program in Social Work and Urban and Regional Planning
- Other Student-Initiated Combined Master's Degree Programs with Social Work and Other Units

### 2.11.01: Dual Degree Credit

Each dual-degree program allows students to utilize some credit hours of course work taken in the other program toward the MSW degree. The number of credit hours completed in the other program, which can be utilized for the MSW degree, varies by dual degree program. Course credit hours completed in another unit and used toward the MSW degree must have content that applies directly to the student's program of study in social work and meet the following conditions:

1. The student has earned a grade of B or better in any course being counted;
2. The student earns a minimum of 45 hours of credit within the University of Michigan School of Social Work or, with advanced-standing, MasterTrack MSW, UM-Dearborn Human Services & SW, or U-M Sociology & SW status, a minimum of 30 credit hours;
3. All requirements for the degree are satisfied, including the completion of all the credits to be counted within the required four-year limit.

Students in any dual degree program must be admitted to both programs. At some point during their course of study, students must register in both the School of Social Work and in the other school or college (e.g., Horace H. Rackham School of Graduate Studies, Ross School of Business, School of Public Health, etc.). Students must keep both programs informed of their enrollment plans each term.

A student enrolled in the School of Social Work who opts to drop the dual degree and pursue only one of the degrees independently must inform the School of Social Work registrar in writing at the earliest date possible.

Any student who has enrolled in the School of Social Work and is not pursuing a dual degree and would like to add a dual degree must also inform the School of Social Work registrar in writing at the earliest date possible.

A student in the MSW program who desires to pursue an additional degree as a dual degree student must seek and receive approval as such prior to their final term in the MSW program. Approval must include matriculation admission status in the additional program. The student must also provide written notification to the School of Social Work registrar unless the student entered their first term as a dual degree student during the admitting process. Students are also limited to the pursuit of no more than two degree programs or one degree and one certificate program. Any exception to this policy must be approved by the associate dean for educational programs. Any exception to this policy that is granted will result in the limiting of credit double-counting to two programs.

Under no circumstances will the MSW degree be awarded prior to the award of the other degree unless a minimum of 60 credit hours (45 for advanced-standing, MasterTrack MSW, UM-Dearborn Human Services & SW, or U-M Sociology & SW students) in the social work program is recorded on the student's transcript and all other MSW degree requirements have been met.

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Dual-degree students are responsible for understanding the requirements of both programs and developing a specific course plan with their academic advisor(s).

## Chapter 12 Specializations, Certifications, and Special Program Options

### 2.12.00: Specializations, Certifications, and Special Program Options

Information on the following scholar programs can be found through the links provided below:

- Child Welfare Scholarship Program  
<https://ssw.umich.edu/programs/msw/financial-aid/child-welfare-scholarship-program>
- Community-Based Initiative Program in Detroit (CBI)  
<https://ssw.umich.edu/programs/msw/financial-aid/community-based-initiative-program>
- Detroit Integrated Health Scholars Program  
<https://ssw.umich.edu/programs/msw/financial-aid/integrated-health-scholars-program>
- Geriatric Scholarship Program  
<https://ssw.umich.edu/programs/msw/financial-aid/geriatric-scholarship-program>
- Global Activities Scholars Program (GASP)  
<https://ssw.umich.edu/programs/msw/financial-aid/global-activities-scholars-program>
- Integrated Health Scholarship Program  
<https://ssw.umich.edu/programs/msw/financial-aid/integrated-health-scholarship-program>
- Jewish Communal Leadership Program (JCLP)  
<https://ssw.umich.edu/programs/msw/financial-aid/jewish-communal-leadership-program>
- Masters International Volunteer Program  
<https://ssw.umich.edu/peacecorps/masters-international>
- National Community Scholars Program  
<https://ssw.umich.edu/programs/msw/financial-aid/national-community-scholars-program>
- New Leaders in African-Centered Social Work Scholars Program  
<https://ssw.umich.edu/programs/msw/financial-aid/new-leaders-in-african-centered-social-work-scholars-program>
- Social Work in the Public Schools  
<https://ssw.umich.edu/programs/msw/financial-aid/school-social-worker-specialization>

## Chapter 13 Options for Scheduling Terms

### 2.13.00: Advanced Standing Option for Eligible Students

Students are notified if they are eligible for advanced standing. Students qualify for advanced standing status if they:

- a. Graduated from a CSWE- or CASWE-accredited BSW program;
- b. Maintained a GPA of 3.5 or above in the equivalent of the final two years of undergraduate study (approximately the last 60–75 semester hours) as calculated by the school's Office of Student Services and Enrollment Management at the time of application;
- c. Completed the BSW degree within seven years from the student's MSW start date.

Students who are granted advanced standing have the number of hours required to receive the MSW degree reduced from 60 to 45 credits.

If a student chooses to decline the advanced standing status, they must complete a *Decline-Renounce Advanced Standing* form through the Office of Student Services and Enrollment Management (if prior to registration) or indicate this in writing to the SSW registrar early in the first term of enrollment. Upon receipt of this signed agreement, the decision is irrevocable.

Advanced-standing students may not transfer in coursework on the foundation level, which is equivalent to the following courses: SW 506, 507, 508, 509, 515; advanced-standing students already have their MSW program reduced by 13 foundation-level credits and 3 elective credits.

Advanced standing decisions are irrevocable unless approved by the associate dean for educational programs.

#### Full-time Advanced Standing Option

The advantage of the full-time advanced standing option is that it may shorten the time necessary to complete all requirements for the degree to three terms of full-time enrollment, but this will require careful planning. Advanced-standing students must follow the same rules of entry into closed courses as other students. The advanced standing course planning worksheet indicates the typical course schedule by term. Graduation normally occurs at the end of the spring/summer term for full-time students.

Twelve of the required 45 credits must be completed in field education. Advanced-standing students begin SW 691 "Advanced Field Education" in the fall term and continue in classes and field for the following winter and spring/summer terms. Advanced-standing students are typically in field education for two days per week for the three terms; however, if students are placed in public school settings they often enroll in field placement for three days per week during the fall and winter terms.

Students who deviate from the standard advanced standing curriculum schedule in field education must complete an *Out-of-Sequence Petition* found under the MySSW section of the School of Social Work website. Students' field schedules are designed to be congruent with academic coursework.

#### Advanced Standing Curriculum Schedule (684 field clock hours)\*

Term 1 (fall) - Classes and 2 field days per week = 4 credits of SW 691 (228 clock hours)

Term 2 (winter) - Classes and 2 field days per week = 4 credits of SW 691 (228 clock hours)

Term 3 (spring/summer) - Classes and 2 field days per week = 4 credits of SW 691 (228 clock hours)

\*Above is the standard schedule. Scholarships and certain field placements (i.e., placements in public schools) may require different credits per term, but the total number of credits required to graduate is the same.

#### Part-time Advanced Standing Option (On-campus or Online)

The 45-credit hour advanced standing program is also available on a part-time, seven-term basis. The *Course Planning Worksheet* for this option is available at <https://ssw.umich.edu/assets/course-planning-worksheets>.

## 2.13.01: Choice of Schedule and Changes

A curriculum schedule must be selected at the time of MSW application. This selection indicates the schedule that the student plans to follow, which determines terms of enrollment and field education.

Regardless of the curriculum schedule, all students must enroll for at least two consecutive terms where enrollment is expected for the relevant curriculum schedule. If, after initial enrollment in the MSW program, a student is unable to enroll for two or more consecutive terms, then withdrawal from the program is required (any exception must be approved by the associate dean for educational programs). To re-enroll, the student must complete and submit a reapplication form to the School's Office of Student Services and Enrollment Management and a field plan to the Office of Field Education at least six weeks prior to the term in which the student wishes to re-enroll. Students are expected to keep the SSW Office of the Registrar informed of their enrollment plans each term.

For curriculum schedule change policy, review [volume 1, chapter 10 Changing Curriculum Schedule](#).

## 2.13.02: The 16-Month Curriculum Schedule

This schedule begins in August/September, includes the spring/summer term, and concludes with graduation in December of the subsequent year.

This schedule is designed for full-time students who will benefit from completing their course requirements in four consecutive terms, including the spring/summer term. Students enter in the fall term and graduate at the end of the subsequent fall term. The 16-month course planning worksheet indicates the typical course schedule by term.

Typically, field education begins in the winter term for two days per week, continues in the spring/summer term for three days per week, and concludes in the fall term for three days per week.

All students in the 16-month curriculum schedule complete field requirements in one field setting (unless required to complete a second placement for a specific special program). Students in the 16-month curriculum schedule enroll in classes only during the fall term, and in classes and "Foundation Field Education" (SW 515) during the winter term.

### 16-month curriculum schedule (912 field clock hours)\*

Term 1 (fall) - Classes only; 0 field credits.

Term 2 (winter) - Classes and 2 field days (16 field hours) per week = 2 credits of SW 515 (228 clock hours)

Term 3 (spring/summer) - Classes and 3 field days (24 field hours) per week = 6 credits of SW 691 (342 clock hours)

Term 4 (fall) - Classes and 3 field days (24 field hours) per week = 6 credits of SW 691 (342 clock hours)

\*Above is the standard schedule. While scholarships and certain field placements may require different credits per term, the total number of credits required to graduate is the same.

If the student plans to deviate from the standard curriculum schedule and it is not because of a previously identified scholarship or field placement exception, an *Out-of-Sequence Petition*, found under the MySSW section of <https://ssw.umich.edu>, must be filled out and returned to the Office of Field Education.

Additional information can be found at <https://ssw.umich.edu/programs/msw/program-length>.

## 2.13.03: The 20-Month Curriculum Schedule

This schedule begins in August/September, excludes the spring/summer term, and concludes with graduation date in April/May at the end of the second academic year.

This schedule is designed for full-time students who will benefit from a spring/summer break in their program. Students enter in the fall term and graduate 20 months later at the end of their second winter term of enrollment. The 20-month *Course Planning Worksheet* indicates the typical course schedule by term.

Typically, field education begins in the winter term for two days per week, continues in the second fall term for three days per week, and concludes in the second winter term for three days per week.

Twenty-month students will have one field placement, which will begin in the first winter term (2 credits of SW 515). Students return to the same field placement for the second fall (6 credits of SW 691) and second winter (6 credits of SW 691) terms.

## 20-month curriculum schedule (912 field clock hours)\*

Term 1 (fall) - Classes only; 0 field credits

Term 2 (winter) - Classes and 2 field days (16 field hours) per week = 2 credits of SW 515 (228 clock hours)

Term 3 (fall) - Classes and 3 field days (24 field hours) per week = 6 credits of SW 691 (342 clock hours)

Term 4 (winter) - Classes and 3 field days (24 field hours) per week = 6 credits of SW 691 (342 clock hours)

\*Above is the standard schedule. While scholarships and certain field placements may require different credits per term, the total number of credits required to graduate is the same.

Additional information can be found at <https://ssw.umich.edu/programs/msw/program-length>.

## **2.13.04: Masters International Volunteer Program 20-Month Curriculum Schedule**

This schedule is designed for full-time students enrolled in the Masters International Volunteer Program (MI). Students completing the MI program must select the Global Social Work Practice pathway as either their primary or secondary pathway. Students interested in pursuing clinical licensure after graduation are strongly encouraged to select either the Interpersonal Practice in Integrated Health, Mental Health, and Substance Abuse pathway, Welfare of Children & Families pathway, or Social Work Practice with Older Adults and Families from a Lifespan Perspective pathway as their primary pathway and the Global Social Work Practice pathway as their secondary pathway.

MI students can incorporate 27 months of Peace Corps service into their MSW program over the course of four years. MSW applicants must apply to the U-M School of Social Work first and upon acceptance can apply to the Peace Corps. Masters International Volunteer Program students are not guaranteed acceptance into the Peace Corps.

Students enter in the fall term and take academic coursework for two semesters. Upon completion of the winter term, students depart for 27 months of Peace Corps service. Students remain on detached study while serving in the Peace Corps. After 27 months of service, students return to campus to finish two semesters of coursework. Students typically graduate at the conclusion of the winter term. In total, students are enrolled in the program for approximately 47 months, depending on the exact departure and close of service dates set by the Peace Corps.

In this schedule, field education is scheduled for two days a week each term while students are on campus (2 credit hours of SW 515 during the first fall term and 4 credit hours of SW 691 in each of the 3 subsequent terms). Course planning worksheets are located at <http://ssw.umich.edu/assets/course-planning-worksheets>. Additional information on the Masters International Volunteer Program curriculum schedule is available at <https://ssw.umich.edu/peacecorps/masters-international>.

Twenty-month MI students have the option of one or two field placements. Students will have one field placement during their first year of academic work. After completion of their Peace Corps service, students will have a second field placement or may have the option to return to their first field placement.

## **2.13.05: Masters International Volunteer Program Advanced Standing Curriculum Schedule**

This schedule is designed for full-time students enrolled in the Masters International Volunteer Program (MI) who are eligible for the advanced standing degree program (Please see Section 15.00 for eligibility requirements for the advanced standing schedule). Students completing the MI program must select the Global Social Work Practice pathway as either their primary or secondary pathway. Students interested in pursuing clinical licensure after



graduation are strongly encouraged to select either the Interpersonal Practice in Integrated Health, Mental Health, and Substance Abuse pathway, Welfare of Children & Families pathway, or Social Work Practice with Older Adults and Families from a Lifespan Perspective pathway as their primary pathway and the Global Social Work Practice pathway as their secondary pathway.

MI students incorporate 27 months of Peace Corps service into their MSW program over the course of four years. MSW applicants must apply to the U-M School of Social Work first and upon acceptance can apply to the Peace Corps. Masters International Volunteer Program students are not guaranteed acceptance into Peace Corps.

Students enter in the fall term and take academic coursework for two semesters. Upon completion of the winter term, students depart for 27 months of Peace Corps service. Students remain on detached study while serving in the Peace Corps. After 27 months of service, students return to campus to finish one semester of coursework. Students typically graduate at the conclusion of the fall term, depending on the exact departure and close of service dates set by the Peace Corps.

In this schedule, field education is scheduled for three days a week during the first two semesters prior to departure for Peace Corps (6 credit hours of SW 691 in the fall and winter terms of their first academic year). Students are not enrolled in field education during their last semester on campus following Peace Corps service. Course planning worksheets are located at <http://ssw.umich.edu/assets/course-planning-worksheets> . Additional information on the Masters International Volunteer Program curriculum schedule is available at: <https://ssw.umich.edu/peacecorps/masters-international> .

## 2.13.06: Masters International Volunteer Program MasterTrack™ MSW, UM-Dearborn Human Services & Social Work, or U-M Sociology & Social Work Curriculum Schedule

This schedule is designed for full-time students enrolled in the Masters International Volunteer Program (MI) who are in the MasterTrack™ MSW, UM-Dearborn Human Services & Social Work, or U-M Sociology & Social Work. Students completing the MI program must select the Global Social Work Practice pathway as either their primary or secondary pathway. Students interested in pursuing clinical licensure after graduation are strongly encouraged to select either the Interpersonal Practice in Integrated Health, Mental Health, and Substance Abuse pathway, Welfare of Children & Families pathway, or Social Work Practice with Older Adults and Families from a Lifespan Perspective pathway as their primary pathway and the Global Social Work Practice pathway as their secondary pathway.

MI students incorporate 27 months of Peace Corps service into their MSW program over the course of four years. MSW applicants must apply to the U-M School of Social Work first and upon acceptance can apply to the Peace Corps. Masters International Volunteer Program students are not guaranteed acceptance into the Peace Corps.

Students enter in the fall term and take academic coursework for two semesters. Upon completion of the winter term, students depart for 27 months of Peace Corps service. Students remain on detached study while serving in the Peace Corps. Students return to campus to finish two semesters of coursework. The final semester may be part-time where students are only completing 2 days of field work. Students typically graduate at the conclusion of the winter term. In total, students are enrolled in the program for approximately 47 months, depending on the exact departure and close of service dates set by the Peace Corps.

In this schedule, field education is scheduled for two days a week each term while students are on campus (2 credit hours of SW 515 during the first fall term and 4 credit hours of SW 691 in each of the 3 subsequent terms). Course planning worksheets are located at <http://ssw.umich.edu/assets/course-planning-worksheets> . Additional information on the Masters International Volunteer Program curriculum schedule is available at <https://ssw.umich.edu/peacecorps/masters-international> .

## 2.13.07: MasterTrack MSW Curriculum Schedules

These schedules are designed for students enrolled in the U-M SSW MasterTrack program. Prospective students with extensive of human service experience, verified by resume review, are eligible to apply. Applicants must meet the same admissions requirements as those set for the MSW program to be considered for admission. Students who



are enrolled in the MasterTrack Certificate Program must successfully complete the certificate program on the Coursera platform.

Students interested in the on-campus program enter in the fall term and take academic coursework for three (full-time) or seven (part-time) consecutive semesters. Full-time students in the on-campus MSW program are concurrently enrolled in field education in each of their three terms.

MasterTrack students in the online MSW program will complete the MSW degree over seven consecutive semesters (part-time schedule) and can enter the program during the fall, winter, or spring/summer semesters. To arrange field placements, students must contact the Office of Field Education at the time of admission, especially those seeking to enter employment-based field placements. Refer to [volume 3, section 5.01 Employment-Based Field Placements Policy](#), for more information.

Part-time MasterTrack MSW students in either the on-campus MSW program or the online MSW program enroll in field education during the last four terms of enrollment of the seven-term program.

Course planning worksheets for MasterTrack MSW students can be found at <https://ssw.umich.edu/assets/course-planning-worksheets/>.

## 2.13.08: Additional Term Option

The Additional Term(s) Option curriculum schedule is an option available to all full-time students who would benefit from spreading the 60 semester hours required in the MSW program over five or six semesters. The option is also available to students with advanced standing status who spread the required 45 credits over four or five terms and Jewish Communal Leadership Program (JCLP) students who spread their required 75 credits over six or seven semesters. The additional terms of enrollment allow students to enroll in fewer courses in a given term. Students using the additional term option may feel less pressure and have more time to concentrate on their coursework. Students planning an extra term option often will delay their date of graduation. Students must develop an academic plan with their advisor. The Additional Term(s) Option plan must be approved by the MSW program director, assistant dean for enrollment management and the student's advisor and field faculty.

To read additional details and enroll in this option, please find the *Additional Term Option* form at <https://ssw.umich.edu/r/additional-term-option>

## 2.13.09: Part-time MSW

Part-time options for the MSW program allows students to complete the master of social work degree requirements through part-time enrollment. The part-time options increase access to the MSW degree for qualified students who cannot enroll full-time. Students applying for admission to the MSW program and selecting a part-time option must meet the same admission criteria established for all students admitted to the Master of Social Work program. Students enrolling in courses as non-degree students are not considered to be enrolled in the part-time MSW program.

Students admitted to the part-time MSW program must complete all MSW degree requirements within four years of their first term of enrollment.

### Part-Time Day Program

Day part-time students may pursue any of the eight specialized pathways. Students enroll in one of the following plans:

#### Day Plan A: Two-Year+ Part-Time (45 credits)

For students eligible for the 45-credit program as advanced standing or MasterTrack MSW. Students enroll in seven consecutive terms, including spring-summer. Field placement begins in the second fall term for MasterTrack MSW students. Field placement begins in the second winter term for advanced standing students.

## Day Plan B: Three-Year Part-Time (60 credits)

Students enroll in nine consecutive terms, including spring-summer, with field placement starting in the second winter term. The Office of Field Education will determine whether the applicant's place of employment is eligible to count as field credit.

## Part-Time Evening/Weekend Program

Evening/weekend part-time students must select the Interpersonal Practice in Integrated Health, Mental Health, and Substance Abuse pathway. Students enroll in one of the following plans:

### Evening/Weekend Plan A: Two-Year+ Part-Time (45 credits)

For students eligible for the 45-credit program through advanced standing or MasterTrack MSW. Students enroll in seven consecutive terms, including spring/summer. Field placement begins in the second fall term for MasterTrack MSW students. Field placement begins in the second winter term for advanced-standing students.

### Evening/Weekend Plan B: Three-Year Part-Time (60 credits)

Students enroll in nine consecutive terms, including spring/summer, with field placement starting in the second winter term. The Office of Field Education will determine whether the applicant's place of employment is eligible to count as field credit.

Part-time students are required to inform the SSW Registrar's Office of their enrollment plans each term. Once admitted to the evening/weekend part-time MSW Program and after enrollment, students are expected to follow their enrollment plan. If, after initial enrollment in the program, a student is unable to enroll for one or more expected terms, then withdrawal from the program is required. To re-enroll, the student must complete and submit a reapplication form to the school's Office of Student Services and Enrollment Management at least six weeks prior to the term in which the student wishes to re-enroll.

## Online Part-Time Program (45 credits)

For students eligible for the 45-credit program through advanced standing or MasterTrack MSW. Part-time students must select the Interpersonal Practice in Integrated Health, Mental Health, and Substance Abuse pathway. Students completing the MasterTrack MSW will start field in the second fall term.

## Field Education

All MSW students who do not have advanced standing status, including evening/weekend and online full-time and part-time students, will complete a total of 912 field hours. An employment-based field placement option may be available for students currently employed in social work-related positions. Please note that there are very limited evening/weekend field options available. All students should expect to have time available M-F during typical business hours to complete some or all of their required field education hours.

For more information on employment based field proposals please contact the Office of Field Education.

For more information on the part-time day or evening/weekend program, please visit <https://ssw.umich.edu/programs/msw/part-time>.

## 2.13.10: Out-of-Sequence Plans for Field Education

Under some circumstances students may find it necessary to alter their field education sequence. Students wishing an out-of-sequence schedule that differs from the field education schedule connected to their curriculum track must complete a petition form at <https://ssw.umich.edu/my-ssw/field-instruction-forms/incoming-students/special-placement-deadlines>.

Any student who changes their curriculum schedule for field education such that it does not follow the field education schedule of their curriculum track must submit an *Out-of-Sequence Petition*, indicating the reasons for the requested change. Such a petition must be signed by the field faculty and signed and approved by the director of field

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education.

Petition forms must be submitted at the earliest date possible when a change is requested.

*NOTE: Approval of the Out-of-Sequence plan should be determined before the beginning of the Winter term so necessary adjustments in the second term program may be made.*



## Chapter 1 Introduction

### 3.01.00: The Council on Social Work Education (CSWE) and Field Education

All policies and procedures followed in the Office of Field Education are in accordance with the University of Michigan School of Social Work's accrediting body, the Council on Social Work Education (CSWE) (<https://www.cswe.org>)

According to CSWE, field education is the signature pedagogy for social work.

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

The criteria for field education are as follows:

1. Field education is associated with an academic program at an accredited institution of higher learning.
2. Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
3. The college or university exercises oversight over the internship program and provides educational credit.
4. The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
5. The School of Social Work field education program is meant to be solely educational and provide training to prepare students for professional social work practice. It is not meant to supplant or replace existing employees of social work within the field site.
6. The field placement is meant to provide an educational and training opportunity to the student and is not meant to provide any immediate advantage to the employer or the field site.

<https://www.cswe.org/getattachment/Accreditation/2014-02-25AnnouncementreDOLandField-EF.pdf>

### 3.01.01: Goals of Field Education

The primary purpose of field education is to provide students with educational opportunities that lead to the progressive development of competency based practice skills that complement and integrate MSW curricular objectives. It is critically important for students to be able to apply theoretical concepts, empirically supported knowledge, and the values and ethics of our profession learned in the classroom to a real world setting where social work practice is taking place. The provision of generalist practice opportunities for all students in both macro and micro practice methods that address the needs of individuals, families, groups, organizations and communities are mandatory in the field education courses.

Upon graduating from the School of Social Work, graduates should be able to demonstrate competency by applying knowledge, concepts and skills introduced through their field education experience to their professional activities. Graduates should continue to build on the competency-based foundation continually throughout their careers.

For more information on the specific competencies U-M SSW graduate students are expected to learn through field education and courses, please see the CSWE website ( <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf> )

## Chapter 2 Educational and Professional Mandates

### 3.02.00: Ethics & Values

All students and field instructors in the social work program have the responsibility to be familiar with the National Association of Social Workers (NASW) Code of Ethics. It is expected that all students, field instructors, and faculty will abide by the Code. A link to the current Code can be found on the NASW website: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

The development of ethical standards and practice should be an integral part of each student's Educational Agreement and incorporated into supervision sessions. Students are to learn the intrinsic principles of the Code and have opportunities to operationalize these principles in their field placement.

### 3.02.01: Student Release of Information and Student Understanding of Field Expectations Agreement

Each student signs the following when they submit their placement application request forms.

#### **Release of Information**

As a part of the field placement assignment process, the OFE will need to share student placement materials and other relevant information with potential field sites and field instructors. This includes discussions with the prospective field instructor, sending a copy of the student's goal statement, resume, student agreement, and prior placement evaluations if applicable/requested. These materials enhance the matching process which generally benefits the student and the field instructor. Without a written release, the Office of Field Education is unable to provide the field site with the information required to make a determination regarding the student's field placement. This release also covers all collaboration between the field site and the Office of Field Education/School of Social Work after the placement has been confirmed.

I hereby give my permission to the Office of Field Education, School of Social Work at the University of Michigan, to release any and all information included in my application for field placement to potential field sites and field instructors for the purposes of arranging field placement(s). This release extends to several field sites when necessary for confirmation of a mutually agreeable placement site. This release does not apply to my application materials to the School of Social Work, personal references, or transcripts. My signature on this agreement indicates that I have read and understand this agreement and represents that I meet and agree to all criteria listed above.

I have read this Participation Agreement and I understand and agree with it.

#### **Student Understanding of Field Expectations Agreement**

Each student signs the following when they submit their placement request forms.

I understand and agree, in accordance with the curriculum requirements outlined in the School of Social Work Student Guide, that in order to complete the social work program in which I am enrolled, I will be required to complete a field placement. Students will have placement opportunities that match their primary pathway.

I understand as a student in the online program that field placement options may be limited by my location. OFE will work with students to develop field sites in the student's home area (ideally within a one-hour drive from the student's home) if a field site has not previously been established. I understand that I am responsible for my own transportation and that the University of Michigan and/or the School of Social Work is not responsible for my travel to and from my field placement.

I understand that as a condition of my field placement, I am required at my own expense, to consent to, complete and pass any or all field site required background checks such as criminal, child-elder abuse, driving record, sex offender, substance use testing etc. I understand that my background check results may influence my placement

options and my future ability to become licensed.

I understand and will comply with all regulations related to the Health Insurance Portability and Accountability Act (HIPAA) as enacted by the field site where I am placed.

If I am an interpersonal practice student, I understand that "clinical" placements are defined in a multitude of ways and few field sites offer training, learning, and direct practice opportunities related to psychotherapy.

I understand I will complete interviews at potential field sites. If more than two (2) field placement sites do not make an offer, I may need to meet with the director of field education and/or the Student Success Team to discuss this.

I understand and agree that while I am in field placement, I am not covered by workman's compensation for any accident/injury that may occur during my time at the field site doing field placement related business. I understand that I, or my medical insurance plan, are responsible for all expenses incurred while I am working in my field placement and that the University of Michigan and the University of Michigan School of Social Work assume no responsibility or liability for any injury I might sustain. Therefore, I specifically release the University of Michigan, its schools, departments, agencies, officers, directors, and employees from any such responsibility or liability.

Any student seeking accommodations is encouraged to contact the Office of Services for Students with Disabilities at the beginning of the term (<https://ssd.umich.edu/>). This office assists students in negotiating disability-related barriers to the pursuit of their education. Students should be aware that accommodations appropriate for the classroom may not necessarily translate to accommodations at a field site, and this should be discussed with field faculty so we can assist in identifying field sites that best fit student needs.

I understand and agree to this Student Understanding of Field Expectations Agreement.

## 3.02.02: Background Checks

The U-M SSW has had a long-standing commitment to assist individuals with criminal conviction histories so that they can pursue their MSW. We understand that some enrolled students may have had contact with the legal system in the past and we value the lived experiences that students bring to the MSW program and their field placement. The State of Michigan and other states have set forth exclusionary criteria for criminal conviction histories of both felonies and misdemeanors for professionals working in certain settings with specific populations. This includes workers in hospital settings, adult foster care, work involving children, and psychiatric settings. As a result, there are some field placements settings that may not be available based on an individual's criminal convictions history.

If an enrolled student has this type of history, the student should inform the Office of Field Education before interviewing for field placements so that an appropriate field placement can be identified. Even if a student had something expunged from their record, sometimes background checks still show this history. Students are informed that the Office of Field Education will not share this information with field placements sites without the student's permission.

The following question appears on the field placement application:

Have you ever been convicted of a misdemeanor or felony including alcohol or drug-related driving offenses?

Driving convictions such as operating while intoxicated, operating in the presence of drugs, operating without a license, etc., are generally misdemeanors or felonies and should be included. Please provide a short explanation which includes the date(s) of occurrence, what happened, and the outcome.

The criminal history record check is a process whereby the student completes a set of forms that are sent to the State of Michigan and reviewed for previous criminal activities and convictions that would prevent the student from working with a specified group of people. Information obtained through a criminal history record check includes registered home address, driving status, aliases, criminal history (including drug possession arrests), and personal protection orders.

Students interested in field placements in public school settings and hospitals should be aware that they will be required to complete and pass a criminal background check. Other settings may require background checks as well.

The fee for this service is the responsibility of the MSW student and is typically about \$70.00, but fees may vary. MSW students should be prepared to provide 3 references during this process.

## Licensing

Each state has different policies and procedures regarding criminal convictions, ethical violations and eligibility for a social work license. Students are responsible for investigating the licensure requirements in the state(s) in which they plan to practice. Please note that criminal conviction(s) may result in the denial of state licensure for social work.

Prior to beginning the program, students will need to verify that they have read the relevant information regarding criminal convictions. Students are encouraged to contact the Office of Student Services and Enrollment Management at 734-936-0961 if they have any questions.

See also <https://ssw.umich.edu/admissions/msw/apply/conviction-history>.

## 3.02.03: Substance Use Screening Policy

Many field sites require drug screenings as a prerequisite for acceptance in a field placement.

In most cases, it will be clear on the field site's webpage that substance/drug screening (or criminal background checks, or certain immunizations, etc.) are a requirement of the placement. Upon interviewing for placement and conditional acceptance, students may be asked to participate in a substance/drug screening, which if they pass, leads to an official offer of field placement.

Should a student refuse to participate in a substance/drug screening, the field site has the opportunity to decline to host the student for field placement.

If the student fails the substance/drug screen, the student needs to contact their field faculty and the director of field education. The director of field education will consult with the MSW program director and the Office of Student Services and Enrollment Management, and a student success meeting will be scheduled. One potential outcome of the student success meeting is that the student will be referred for a professional-level substance use assessment and recommendations will be provided by the professional assessment. The student success meeting will determine when the student will be referred to another field placement. The length of this process may necessitate adding an additional term.

Should the student fail a second substance/drug screening for field placement, they may be referred to the Academic Concerns Committee, which could result in being disenrolled from the School of Social Work. All students need to be aware that they are required to follow all school and university rules and regulations governing student conduct.

## 3.02.04: Immunizations/Vaccination Recommendations

There are established federal guidelines regarding occupational health and safety in health care (OSHA). These guidelines are established to protect the working public and to help employees take proper precautions to enhance their well-being. Certain immunizations are recommended for anyone who plans to interact with clients in many community-based settings. Therefore, it is advisable for students to obtain the most up-to-date set of immunizations before field begins. This may include: COVID vaccine, flu vaccine, Tuberculosis screening test, hepatitis B vaccine, and others depending on the field setting.

Some field sites will require students to present documentation verifying that they have received particular immunizations before they begin the field placement. The guidelines are interpreted very differently in each field setting, so students are required to find out from the field site which immunizations are required during the interview process or in consultation with UM-SSW field faculty. If immunizations are required, students need to find out from the field instructor whether they can obtain the immunizations at the field site and/or whether the site will cover the costs.

The Office of Field Education will inform students what medical forms are required by individual field sites. It is the



student's responsibility to complete the forms including required signatures and give it to the field site for review and disposition. The field site is responsible for evaluating the forms and instructing the student should additional information be required.

Many immunizations are available through University Health Service, 207 Fletcher Street, (734) 764-8320. Please consult the website for a list of available services: <https://www.uhs.umich.edu/>

## 3.02.05: Malpractice and Liability Insurance

Social work students are covered for malpractice under the University of Michigan's policy, but not general liability insurance. Malpractice insurance protects and covers the student in cases of professional negligence or misconduct which results in mental or physical injury to a client. It is focused on the student's professional interactions with client systems. Students pay for this coverage in their fees when they register for field education courses. Coverage applies to all enrolled students while acting within the scope of university-sponsored activities including course-related activity to complete their degrees. The university's self-insurance program is permanently funded, non-cancelable, and provides limits in excess of \$1,000,000 each occurrence and \$3,000,000 annual aggregate.

General liability insurance covers one for personal negligence or misconduct which results in injury to another. Examples are auto insurance, homeowners insurance, or business (agency) insurance, which covers the individual or field site for injuries occurring as a result of the failure to meet reasonable standards of care and conduct. If the field site does not provide general liability insurance for students, it is the student's responsibility to obtain this insurance, if desired. Questions regarding this policy should be directed to the University of Michigan Risk Management Services, (734) 764-2200, or <https://www.finance.umich.edu/risk-management>

## 3.02.06: Vehicle Insurance: Use of Student-Owned Vehicles for Field Site Business

Please be aware that neither the university, nor the U-M social work program provides automobile insurance coverage (including but not limited to liability and collision coverage) even for field-related activities. Insuring adequate coverage and proper registration is the responsibility of the student and/or vehicle owner. The U-M social work program and the university does not encourage the transportation of clients, or other agency related persons, in students' personal vehicles. Some agencies however, do require students to transport clients as part of the practicum activities, as this may be a common expectation of some social work roles in certain practice settings. Students should inquire and it is the field site's responsibility to inform the student of this at the time of interview. The student should contact their field faculty and/or the director for field education via email at the time they are informed of this expectation. The field faculty will contact the field site and discuss the program and university's policy on this matter. If all liability concerns are addressed between the school, the student, and the field site, these activities will be approved.

The field site is expected to compensate the student for field related travel activities. The U-M SSW does not reimburse for travel mileage to students or agencies for field-related activities. If a student is to utilize their personally owned vehicle for field placement activities it is the field placement's responsibility to inform the student of these expectations prior to acceptance into the placement and also to evaluate the student's ability to perform the required tasks. This includes, but is not limited to, ensuring that the student's vehicle is in good, safe, working condition.

Students should check with their insurance carrier relative to these and other contingencies before using their personally owned vehicle to carry out field-related business. The student should ask whether or not the field site has a vehicle or vehicle insurance to cover these activities. Again, we expect the field sites to reimburse the student for related field activities, such as travel costs.

## 3.02.07: Mandatory Reporting and Duty-to-Warn Laws

States have laws which cover the mandatory reporting of child or elder abuse, and the duty to warn if a client is harmful to him/herself or others. Field instructors are responsible for educating all students with regard to these laws as they pertain to the field site. Students are not allowed to be the primary mandated reporter while functioning as a student in a field placement. This role is reserved for the field site field instructor who is responsible for ensuring that all field placement policies, regulations, laws, and ethical obligations are followed. The student can assist and should have exposure to situations that involve mandatory reporting and duty to warn.

## 3.02.08: The Health Insurance Portability and Accountability Act (HIPAA)

In response to federal guidelines regarding occupational health and safety in health care settings, many field sites will require that the student (regardless of their dual concentration) participate in training with regard to the Health Insurance Portability and Accountability Act (HIPAA) which was enacted by the U.S. Congress in 1996. Students are required by law to abide by the HIPAA regulations and can be held personally accountable and/or responsible should they violate the law. Field sites will provide site specific information about their individual requirements during their orientation.

The following information was developed by the University of Michigan Health System Compliance Office:

### I. WHAT IS HIPAA?

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a Federal law that, in part, established standard requirements for transmitting identifiable patient health information among providers and health/insurance plans within the health care industry to improve efficiency and effectiveness of the health care system while protecting patient privacy.

### II. WHY HIPAA MATTERS TO ALL HEALTH CARE PROVIDERS?

Beginning in 2009, new rules were adopted which made modifications to existing HIPAA requirements. For health care providers important changes to be aware of include: 1) all HIPAA violations are now presumed to be a “Breach”, requiring written notice to the individuals affected, the Federal government, and even the media in some cases; 2) criminal penalties were expanded to individuals (meaning individuals can go to jail for violating HIPAA); and 3) the maximum civil penalties for HIPAA violations increased from \$25,000 to \$1,500,000. In other words, beginning in 2009, the Federal government’s enforcement of HIPAA has drastically increased so it is important that you understand some basics to protect your patients *and to protect yourself*.

### III. WHAT INFORMATION IS PROTECTED UNDER HIPAA?

Protected Health Information (PHI) is individually identifiable health information about a patient created or received by entities that are subject to HIPAA. The entities are called “Covered Entities” and are primarily health care providers and health plans. PHI includes information:

- Sent or stored in any form (written, verbal or electronic);
- That identifies the patient or can be used to identify the patient;
- That is about a patient’s past, present and/or future treatment and payment of services.

PHI includes any health information that can lead to the identity of the individual or the contents of the information can be used to make a reasonable assumption as to the individual’s identity.

PHI includes **one or more** of the following identifiers:

- Names
- Address including zip codes
- All dates
- Telephone & Fax Numbers
- Email Addresses
- Social Security Numbers
- Medical Record Numbers
- Health Plan Numbers
- Driver License Numbers
- Vehicle Identification Numbers
- Account Numbers

- Biometric identifies
- Full Face Photos
- Any Other Unique Identifying Number or Characteristic, or Code

### **Take Away For Students:**

If your clinical experience requires a written summary or other type of written documentation (e.g., a written summary for submission to your professor), do not use any of the above patient identifiers.) Instead, think of other mechanisms to keep track of patient(s) with whom you've interacted. For example, "Patient #1, Week 1 (Week of September 15, 2014)". If you cannot completely avoid the use of any of the above identifiers, then use the absolute minimum necessary (e.g., patient initials only, rather than name or patient age rather than date of birth, etc.)

## **IV. WHAT ARE THE TYPES OF DISCLOSURES OF PHI?**

A major purpose of HIPAA is to define and limit the circumstances in which an individual's protected health information (PHI) may be used or disclosed by a covered entity.

There are 3 types of disclosures:

- A. No authorization required;
- B. No authorization required, but must give opportunity to object; and
- C. Authorization required.

### **A. When Can Phi Be Disclosed Without Patient Authorizations?**

No authorization is required to make the following disclosures:

1. To the patient
2. To use for treatment, payment or healthcare operation:
  - Treatment includes the various activities related to patient care.
  - Payment includes the various activities related to paying for or getting paid for health care services rendered.
  - Health Care Operations generally refers to day-to-day activities of a covered entity, such as planning, management, training, improving quality, providing services and education.
3. Certain disclosures required by law, such as public health reporting of disease, child abuse, etc.

### **B. No Authorization is Required, but an Opportunity to Object must be Provided**

In some cases, the patient must be offered an "opportunity to object" before discussing PHI with a patient's family or friend. For example, before discussing patient information in the presence of a family member or friend in an exam room or an inpatient room, the patient must be asked if it is okay to discuss the information in front of the patient's family member or friend that has accompanied the patient in the exam room.

### **Take Away For Students:**

If you don't feel comfortable asking the patient if it is okay to discuss information in front of their family or visitors or if you feel that the patient may feel pressured to let the family member or visitor stay, a proactive approach to the situation will help protect the patient's privacy. Take it upon yourself to ask the family/visitor to leave the room and come back in a bit. This will give you the opportunity to discuss highly sensitive information with the patient in private. If the patient does not mind the family or visitor being in the room during the conversation, more than likely, they will tell you it is not necessary for the person to leave.

### **C. Disclosures that Require an Authorization**

Written authorization is required from the patient for the following:

1. To access, use or disclose PHI for research (unless an Institutional Review Board approves a waiver of authorization)
2. To conduct certain fundraising activities
3. For marketing activities and sale of PHI

## **V. IMPORTANT THINGS TO BE AWARE OF WHEN DISCLOSING PHI**

Minimum Necessary. The amount of PHI used, shared, accessed or requested must be limited to only what is needed. Workers should access or use only the PHI necessary to carry out their job responsibilities.

The minimum necessary rule does not apply to disclosures of PHI when it is:

1. Being shared among health care providers for treatment;
2. Being shared with a patient about him/herself; and
3. Being shared pursuant to authorized uses or disclosures approved by the patient.

**Incidental Disclosures:** Some unauthorized disclosures of PHI are not completely avoidable. These are permitted

under HIPAA and are called “Incidental Disclosures.” An example of an incidental disclosure is when a visitor hears a patient’s name called out in a waiting area or a hospital patient in a 2-bed room hears a physician speaking to the other patient. HIPAA requires reasonable safeguards to be taken to minimize incidental disclosures such as: speaking in soft tones when discussing PHI in open areas such as the recovery room and not discussing PHI in public areas.

## ***Take away for students:***

Even though “incidental disclosures” are permitted under HIPAA, it is very important that you are aware of your surroundings when discussing PHI. Ask yourself: “Who could potentially hear what I’m saying?” Then take reasonable steps to minimize any incidental disclosure.

## **VI. SECURING COMPUTERS AND MOBILE DEVICES**

It is essential to know, understand and comply with the electronic device policy at your field placement. If you are allowed to use personal mobile devices steps must be taken to properly secure the patient data being stored on the device. The key to securing computers and mobile devices is encryption. Encryption is considered a safe harbor under HIPAA. Encryption is a higher level of protection than a password alone. If an electronic device is lost or stolen and it is encrypted then the PHI is considered protected and there is no HIPAA breach.

Other important considerations when storing PHI on mobile electronic devices is to store only minimum necessary information. Only store what you need to do your job. De-identify the data being stored. This is done by removing the patient identifies. Also, delete the PHI as soon as you are done with it. Lastly, know what information you have. You are responsible for protecting the PHI in your possession from inappropriate disclosures.

## ***Take Away for Student:***

It cannot be stressed enough that even though you are a student, you are expected to adhere to the same standards, rules and regulations as the entire workforce at the institution where you have been placed for your practicum. The federal government gives a lot of attention to the issue of how computers and mobile devices are being used when PHI is involved. This is because a majority of HIPAA breaches result from lost or stolen electronic devices. Before using an electronic device, it is your responsibility to determine if such use is permitted and you must ensure that your device is properly encrypted. If you fail to do so and the device is lost or stolen, your field placement may be jeopardized. Properly protecting PHI will properly protect you as well.

## **VII. SOCIAL MEDIA GUIDELINES AND PROFESSIONALISM**

Social Media is everywhere and seems to be used by everyone for sharing just about everything. However, as a student intern in a health care setting it is imperative to realize that limitations do apply to what can appropriately be shared via social media. It is important to have a good understanding of the institution’s Social Media Guidelines, Code of Conduct and Policies where students are placed for internships. These regulations can and will impact the students’ social media activity.

## ***Take Away for Students***

Even if you are conducting a social media activity from home, the Institution’s policies on patient confidentiality, respecting colleagues, and handling proprietary information still need to be followed. So, for example, if you post any identifiable patient information on social media without the patient’s signed permission, this could be considered a breach under HIPAA. It doesn’t matter if the information you post is limited. If the patient’s family or coworkers could identify which patient to whom you are referring, this would be an inappropriate disclosure of PHI.

## **3.02.09: Guidelines for Ethical Use of Social Media**

In the age of technology and information, social media can be particularly helpful in building connections with colleagues and maintaining relationships with friends and family; however, as a result, the boundary between personal and professional matters has become increasingly blurry. Due to social work’s professional standards and the obligation to follow the *National Association of Social Workers Code of Ethics*, social workers need to continually assess the ethical implications/complications of social media use, not only as practicing social workers but in the training of social work students. Students are expected to be aware of policies related to the use of social media while in their field placement.

Please see the Office of Field Education’s information on Guidelines for Ethical Use of Social Media: <https://ssw.umich.edu/my-ssw/field-education-forms/current-students/social-media>

## 3.02.10: Concealed Weapons Permits: Implications for Field Placements

By law, students have the right to have a concealed weapons permit. The University of Michigan (U-M) and the School of Social Work (SSW), Office of Field Education (OFE) do not have the ability or authority to regulate this in field placement; however, we highly discourage students from carrying concealed weapons while engaging in field-related activities.

A student is prohibited from carrying a concealed weapon to any field site that is located on University of Michigan property, according to the U-M Regents' Ordinance (<http://spg.umich.edu/policy/201.94>) and the U-M Statement of Student Rights and Responsibilities (<https://oscr.umich.edu/statement>).

The School of Social Work/OFE cannot enforce these rules at its affiliated field sites. The student's ability to carry a weapon with a permit is then determined by law (some field sites may be no carry zones under Michigan law) or by policies developed by the individual field site. The student is expected to abide by the law and the field site's policy.

SSW/OFE encourages its field sites to develop guidelines/policies regarding concealed weapons permits related to social work student field placements. It is imperative that students are informed regarding field site guidelines and policies related to concealed weapons permits.

## 3.02.11: Internships, Department of Labor Regulations, and Social Work Education Guidelines

In 2010 the U.S. Department of Labor (DOL) established regulations regarding internship programs in relation to the Fair Labor Standards Act (FLSA) (<https://www.dol.gov/agencies/whd/compliance-assistance/handy-reference-guide-flsa> and <https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships>). Interns at several for-profit companies (Fox Searchlight Pictures, *Harper's Bazaar*, Warner Music Group, and Atlantic Records, to name a few) filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work.

The Council on Social Work Education (CSWE) is aware that this has raised concern among some social work programs. Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations related to the FLSA:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the student for professional social work practice. It is not meant to supplant or replace existing employees of social work within the field education program site.
- The field placement is meant to provide an educational and training opportunity to the student and is not meant to provide any immediate advantage to the employer or the field site.

Please note that these six criteria included in the DOL regulations must be well documented and defensible for unpaid internship positions. CSWE encourages all field coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and field site personnel.

(CSWE *Setting the Record Straight*, February 25, 2014)

## 3.02.12: Client Permission to Use Information in Recordings for School of Social Work Instructional Course Assignments

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Graduate level social work students are enrolled in practice classes while they are completing a field placement. Professors/instructors may give students assignments that involve the participation of clients at the field site. In order for clients to participate, permission must be obtained and documented. Contact the Office of Field Education to access this permission form.



## Chapter 3 Roles, Responsibilities and Field Site Requirements

### 3.03.00: Roles and Responsibilities

There will be several people involved in teaching your field courses over the course of the time that you're in the program.

#### U-M SSW Field Faculty

First is your University of Michigan's School of Social Work field faculty. This person is the faculty instructor for all of your field courses and works in the School of Social Work Office of Field Education. This individual will act as the liaison between the school and the field site, and will be there to guide you every step of the way throughout your field experience. They will monitor your learning, and be the ones that will assign the grades for all of your field courses. Your field faculty is dedicated to helping you develop the fundamental skills and competencies of the social work profession, so please don't hesitate to reach out to them and tap into their knowledge and expertise often.

#### Field Instructors

The second person you'll be dealing with is your field instructor. This person is typically, but not always, an employee at the field site. They will supervise your learning while you're at the field site, and your field instructor will also typically be a licensed MSW who is volunteering their time to provide you regular supervision. They will work with you and your School of Social Work field faculty to establish learning goals and assignments and activities during each semester that you're in field education.

Your UM SSW field faculty and your field instructor will meet with you together at least one time each term to review your learning progress. We call this a site visit. These site visits are a requirement of each field education course and may be conducted in-person, via Zoom or by phone, with the goal of at least one in-person visit during the students' field education experience.

Your field instructor will also complete an end of term evaluation of your learning and performance that will be submitted to the field faculty and will be one of the sources of information used to determine the students' final grade in the field education course for that term. Students will also complete a self-evaluation as a part of this process.

The U-M SSW field faculty is the course instructor and will make the final determination of the grade that you receive for your field education course and based on the evaluation from your field instructor and completion of other field education course requirements.

#### Task Supervisor

Finally, depending on the field site, students may also be assigned a task supervisor who provides day-to-day oversight of their learning. Typically, the task supervisor is not a licensed social worker and may even be someone from another professional discipline, but is very familiar with the work at the field site. This person will have regular contact both with the field instructor and the field faculty to help evaluate student learning and to think about learning goals and responsibilities.

### 3.03.01: Field Site Selection

The School of Social Work has established standards for selecting field sites. The ability of the school to provide sound, educationally-focused field experiences relies heavily on a partnership with the community and their vested interest in the training of students. While the field site may gain some benefit from having a student, the primary motivation for hosting students should be to teach and mentor the next generation of social workers.

As required by federal and state law and by University of Michigan policy, field education sites, as a whole, must be accessible to students with disabilities. The "as a whole" requirement means that students with disabilities should have the same kinds of educational opportunities — including field education in particular kinds of settings — as students without disabilities. However, given the wide range of disabilities, it is possible that not every placement site

will have the capability to accommodate every student. It may not be feasible, for example, for a site to accommodate students who use wheelchairs because of the site's location and existing architecture, but this same site could easily accommodate students with visual or hearing impairments. Every effort is made by the Office of Field Education to ensure equal access to field opportunities. If you have a disability that you are concerned will affect your field placement, please let your OFE field faculty know and we will work with you to find a field placement that matches your needs.

The selection of field sites is largely dependent on the field site's ability to accommodate the broad demands of a multifaceted social work curriculum, the range of target populations and experiences it can offer, its commitment to social work ethics and values and anti-racist practices, and its commitment to the teaching and training of social work students.

## 3.03.02: Field Instructor Criteria and Credentials

The Council on Social Work Education (CSWE) mandates that all field instructors must possess a CSWE-accredited master of social work degree, and have completed at least two or more years of post-degree experience. In addition, the State of Michigan mandates that all field instructors be licensed as a LMSW (licensed master social worker) in good standing in the State of Michigan. This applies to all practice method concentrations and pathways because the State of Michigan requires a license for micro and macro social work practice. Field instructors with a LLMSW license will be considered as long as they are post-MSW by 2 years and on track to complete the requirements for the full LMSW license. Qualified field instructors should possess a commitment to equity-based teaching practices, sound social work practice skills, ability to work with a secondary field instructor (if indicated), and a strong interest and ability to develop competence in teaching.

When students are placed in other states, the field instructor must meet the CSWE standard and be licensed according to state requirements. When students are placed globally, they need to meet the CSWE requirement or the equivalencies established by the SSW Office of Global Activities which were created in concert with the Office of Field Education.

In cases where an MSW social worker is not available, the goal is to identify a human service professional that possesses the requisite skills and experiences and desires to function as the student's task supervisor (task assignments, daily involvement, etc.) based on the student's pathway. In settings where there is not an MSW/LMSW, the task supervisor, or non-LMSW field instructor, provides the day-to-day assignment of projects and oversight/direction for students in addition to mentoring and supporting the student throughout their placement.

In these situations, the field site and the Office of Field Education will work together to identify an LMSW field instructor who provides an hour per week supervision for the student to discuss the field placement experiences and assignments, and how their experience working in the placement relates to social work and the social work competencies. The duties of the LMSW field instructor include providing the student with regular educational supervision, completing the student's Educational Agreement along with the task supervisor, participation in the evaluation process and being available to meet with the field faculty, task supervisor, and student during site visits and/or during problem solving. In field sites with more than one student, the LMSW may meet with the students in a group as well as provide individual supervision. This arrangement does meet the School's credentialing requirements.

## 3.03.03: Student Supervision

Field education of students occurs through a variety of styles and methods, including shadowing and shoulder-to-shoulder training activities, formal one-on-one time with the field instructor, group supervision, demonstration, coaching, and team meetings, etc. The choice of which activity best fits the student and the assignments is left to the field instructor and the student. However, the pattern of instruction must be thoughtful and minimum contact time per week must be established. CSWE requires a minimum of one hour of supervision per week and recommends more to match student learning progression.



Students are expected to take a proactive stance in regard to the use of educational time. This can mean formulating questions and gathering/presenting any relevant written materials (such as case notes or reports or drafts) for field education conferences or meetings.

It is highly recommended that students utilize a supervision agenda to guide the student/field instructor reflection process. Your field faculty will provide you with sample agendas in the canvas sites for SW515 and SW691.

## 3.03.04: Student Orientation to the Field Site

The field site is responsible for field site-based orientation, which typically occurs during the first few weeks of the placement. Field agencies are provided information by the Office of Field Education on how to utilize equity focused teaching approaches to orientation. In general, the orientation should create a sense of academic belonging, and consist of acquainting the student with the mission and values of the agency, community being served, various services offered by the field site and the range and scope of possible assignments. Orientation should also include introductions and meetings with colleagues and organizational leaders. Planning for learning activities and assignments should begin right after the orientation period, and specific initial assignments should be identified.

The reason for the field site orientation to field education is twofold. First, before the student engages with clients, field site staff, communities, etc., they should have some knowledge of professional roles and relationships, the ethics of the profession, and the nature of service delivery systems, as well as some acquaintance with various theories of human behavior. Second, students are expected to gain knowledge about the range and type of specific field site services, field site structure, and staff roles and responsibilities, as well as interagency and community relationships. A well-planned and organized orientation within the field site will not only provide information useful for student performance, but will benefit the field site by enhancing the potential for greater student productivity.

Examples of orientation activities include but are not limited to:

Field Site Documents and Demographics - Review: annual reports, policy manuals, special reports, grant applications, characteristics of the service population, relevant legislation, and census data on community.

Field Site Meetings and Conferences - Attend: staff, board, committee, department, and team meetings, City Council, County Commission meetings, interagency meetings, consultations, professional conferences, and staff development sessions.

Community Visits - Neighborhood and community organizations, schools, police agencies, human services offices, accompany/shadow visits of staff, other departments within the field site, referral agencies and programs, and contract agencies.

Preparing for Direct Service - Shadow multiple experiences, assist in intake, assist with group work, begin client assessment, review case records, review project guidelines, learn about field site funding sources, review organizational charts, and receive supervision and feedback.

The field curriculum is designed to include progressive assignments that allow students to participate in a beginning-, middle-, and end-stage approach to their learning activities.

The U-M SSW field faculty assigned as the instructor for your field education courses is available for consultation to the field site and field instructor, and provides guidance, support and mentoring to the student regarding the identification and development of assignments.

## Chapter 4 Enrollment and Changing Pathway

### 3.04.00: Enrollment Requirements & Out-of-Sequence Field Plans

Students must enroll in the field education courses during all the terms they are in practicum. Students are only covered by the university's liability insurance when officially enrolled. No academic credit will be given for field education conducted during a term for which a student is not enrolled in field courses unless there has been a pre-planned agreement to extend the field course beyond the end of the term.

Under some circumstances, students may find it necessary to alter the number of field credits that they are taking each term, or the terms in which they are taking field. If the student's field schedule is different than their course planning worksheet, they need to contact the Office of Field Education to complete an *Out-of-Sequence Petition*.

The field site must also agree to the proposed schedule change and be able to accommodate the student's request.

Some field placements require students to have an alternative field schedule, which may or may not include using elective credits to enroll in more hours of field education or beginning field education a term early, in order to qualify for the field placement. Your field faculty will help you navigate this requirement if you select an applicable field placement.

Students who need to enroll for 4 credits during the first term due to the requirements of the field site, should register for 2 credits of SW 515 and SW 691 for 2 credits.

### 3.04.01: Elective & Transfer Field Credits

#### Elective Field Credit

Additional credit hours for field instruction may be elected by the student upon the approval of the student's field faculty member, faculty advisor, and field instructor under the following conditions:

1. Students who have not been granted advanced standing status and who are not eligible for field instruction exemptions are allowed to register for a maximum of 20 total field education credits consisting of 2 required credits of SW 515 and 12 required credits of SW 691. Students may elect to add 6 additional credits of advanced field instruction (SW 691) credits for a maximum of 20 total field credits.
2. Students who have been granted advanced standing status are allowed to register for a maximum of 18 credits of advanced field instruction (SW 691).
3. Students with field education exemptions or who declined advanced standing status are allowed to register for a maximum of 18 credits of advanced field instruction (SW 691).

Students wishing to add field credits must submit an out-of-sequence petition found in the MySSW portion of the School of Social Work website. Students are not allowed to register for more than 10 total credits of field instruction per term without the permission of the director of field education.

## Chapter 5 Field Absences and Employment-Based Policies and Procedures

### 3.05.00: Absences, Schedule Conflicts & Emergency Policies

#### Classroom Schedule Conflicts

Class offerings are organized to accommodate students' academic requirements. On occasion, the student or field site may find it necessary to schedule a field activity during class time. In this event, the student should discuss this and seek to obtain permission from their class instructor to miss the class. A single occasion may be acceptable to most instructors—a planned pattern of absences is not. Scheduling conflicts are a professional decision making opportunity for the student, and field faculty are available to assist with this decision making.

Field education is also a class; therefore, a student should not skip field education activities to study or complete classroom assignments without first discussing this with their field instructor.

#### Absences From Field Placement

Satisfactory attendance and communication around absences is a technical standard of any student in field education and is a standard for professional behavior. If a student is unable to attend field education as scheduled (religious holidays, illness, injury, family emergency, etc.), the student must notify the field instructor in a timely and professional manner. This would also include collaboration with the field instructor to make-up the hours missed due to the absence. Please be aware that timely professional communication is an expected standard. A “no call, no show” absence is professionally unacceptable and may result in the student's dismissal from the field site.

The details of making up field education hours is up to the field instructor and student. The ultimate requirement is that the student completes the required number of hours that matches their field course enrollment for each semester the student is in field education.

There may be circumstances in which a student is absent from field education for an extended period of time, and as a result the hours cannot be made up in the same term. In this case, the student, field instructor and field faculty will develop a plan for the student to complete field education activities and make up the required hours in the subsequent term. The student will be granted a grade of I or “Incomplete” until the hours are complete, and then it will be updated to IS, IM or IU, depending on the student's performance and earned grade. To learn more about an issued I or “Incomplete” grade, see volume 1, section 7.01 of the Student Guide.

It is expected that students and field instructors will notify the field faculty immediately if there are issues surrounding the attendance of the student.

Students participate in field education on assigned days throughout the term, with the exception of university holidays and university recesses which include fall study break, Thanksgiving, winter break (December), spring recess (February), legal holidays, and other holidays officially observed by the field site. Because other days may be of more significance than a university-designated holiday, a student may also request an absence for these days. Students must complete the required clock hours for field each term and holidays or recesses do not count toward the accumulation of field education clock hours.

When university recesses and holidays conflict with those of the field site, it is expected that the student will observe the schedule of the university. However, with certain placements, the agency may require the student to be present during more lengthy breaks to assure appropriate care of clients. We encourage students to inquire about this during the interview process or at the start of your placement. It is also acceptable if the field site agrees, that the student may elect instead to observe field site recesses and holidays, provided the required number of field education hours are fulfilled. Attendance at conferences or all-day professional meetings is permitted and can be counted as field activities and hours when the content pertains to competency development, the student's field assignments, and the field instructor has given approval.

#### Severe Weather Policy

There will be times when severe weather, especially snow and ice, will make a student question whether it is safe to commute to the field site. Students are expected to make every reasonable effort to attend field education in accordance with their schedule. At the same time, students are advised to use good judgment about the risks of

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travel. Students must make their own judgment about the safety of traveling to the field site in these situations. If they deem it unsafe, they need to provide adequate notification to their field instructor. Again, makeup arrangements are to be worked out between the field instructor and student. This is another professional decision-making opportunity that students are likely to encounter during their professional careers.

When a field placement and the University have made different decisions regarding the weather cancellations, the student should defer to the field placement. Exceptions to this are rare and determined by the dean of the U-M SSW and the director of field education.

## Field Education Continuity Plan for Disruption of Field Placement Activities Due to Local, State or National Events (ie, COVID 19 Pandemic)

The U-M SSW has developed plans to address temporary disruption to students' social work field placements due to local, state or national emergencies or events. If students are advised or required by their field site, the university, and/or local, state or federal governments to restrict travel and stay home, or if safety concerns warrant a temporary disruption in field placement, students should immediately consult with BOTH their field faculty and their field instructor(s).

In efforts to fulfill the student's field education requirements and educational competencies during temporary field placement disruption, OFE, in collaboration with the field site, will assist in providing alternative field learning activities that can be completed remotely or off site.

## Employment Conflicts

Students are required to enroll in a field placement a minimum of 16 hours per week. This requirement typically consists of a minimum of two (2) and no more than four (4) regularly scheduled days in field placement. Field education terms should be consecutive and/or aligned with course planning worksheets.

Students should be aware that it may be necessary for all students (on-campus and online) to complete all or a portion of field education hours during typical business hours (Monday through Friday 8:00 am to 5:00 pm). Students are able to negotiate their field schedule with the field site.

Evening and weekend field placement opportunities are not guaranteed and, if arranged, may restrict student placement options. Every effort will be made to find an appropriate community-based placement at an eligible field site during evening and weekend hours, if available.

Students working full-time or part-time jobs during typical business hours, will likely need to adjust their work schedule to accommodate field education. It is the recommendation of the UM-SSW that students plan to have at least one weekday (8 hours) available during the field education component of the MSW program.

If students have questions related to schedule conflicts with field education they should contact the Office of Field Education to discuss potential options.

## Emergency Policy

1. If the School of Social Work/University of Michigan is closed due to an emergency, students should follow the School's policies related to attendance and notification.
2. If the field site is closed due to an emergency, the student should follow the field site's policies related to attendance and notification.

## 3.05.01: Employment-Based Field Placements Policy

CSWE Council on Accreditation Updates on Employment Based Field Education (July 2022) can be found in the 2022 EPAS (<https://www.cswe.org/getmedia/8d7dade5-2683-4940-9587-5675f6ef5426/2022-EPAS.pdf>).

### Accreditation Standard 3.3.7

The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked

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to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

The School of Social Work policy and guidelines on employment-based field education can be found on the SSW website: <https://ssw.umich.edu/sites/default/files/documents/ofe/field-employment-based-proposal.pdf>

The relationship between education and employment is central to the evaluation of an employment-based field placement proposal. The achievement of learning and educational objectives is the central focus involved in the consideration of an employment-based field placement proposal. In addition, the Council on Social Work Education competencies must be included and the focus of the field education experience at all times. The employment-based field placement proposal must demonstrate that educational time will be protected and that the educational and learning objectives of the field placement will include educational supervision and be accomplished within the perimeters of the Office of Field Education policies and requirements.

If a student wishes to request a field placement in a field site in which they will be simultaneously employed, please reach to the Office of Field Education at least three (3) months prior to the start of the field placement.

## Chapter 6 Field Expenses and Stipends

### 3.06.00: Stipends, Supplemental Financial Aid, Work-Study Stipulations and Graduate Student Instructor (GSI) Policies

#### Field Site Stipends

Field sites are encouraged to provide stipends for students, who are typically undertaking extraordinary expenses to attend graduate school. If available, these stipends vary in amount and the decision to offer a stipend is completely dependent on the field site. The UM-SSW works to support student stipends for field education through pursuit of workforce development grants and partnerships.

#### Work-study Stipulations

Work-study tasks and job responsibilities need to be separate from field placement tasks and activities. Students who are eligible for work-study financial support cannot count these hours as field hours. These hours must be accounted for separately and must involve different tasks/responsibilities and supervisors. The role of a student learner must be separate from that of a student employee.

#### Graduate Student Instructor (GSI) Field Policy

Students are not permitted to work as a graduate student instructor (GSI) for the same person who is their assigned field instructor in the same field site where they are placed. The role of a student learner must be separate from that of a student employee.

### 3.06.01: Field Expenses and Transportation Responsibilities

#### Field-Related Expenses

We recognize that students will have expenses related to field education. These could include immunizations/vaccinations or tests that may be required by the field site, possibly criminal background checks, health insurance, liability insurance, gas, parking, or additional vehicle insurance if the student's personally owned vehicle is used for field education activities. Field sites are strongly encouraged to reimburse the student for expenses related to field education activities. For example, if field site staff is reimbursed for travel, it is expected that the student will benefit from the same field site policies. However, many field sites have limits to what they can provide for reimbursement for field-related activities. It is highly encouraged that this be discussed during the interview process between the field site and the student.

#### Transportation Responsibilities of the Student

Transportation to and from the field placement is the responsibility of the student. A large majority of the field sites offer services that are community-based and field sites may require the use of a vehicle for field activities. This means that many field placements require students to have a car to perform field placement related tasks such as community outreach, home visits, community work, attending meetings, etc., so if possible we encourage students to have a valid driver's license, as this increases the number of field sites available for placement opportunities. Many field opportunities are located in the larger urban areas (such as Detroit or Lansing). Students without cars may need to compromise their field interests and preferences if they do not have transportation readily available. All students are encouraged to utilize the [ssw.marketplace@umich.edu](mailto:ssw.marketplace@umich.edu) to advertise for carpool availability.

Students with only occasional need for their own transportation for field activities might consider getting a Zipcar membership through U-M. Please see the Zipcar website under "For Universities" ( <https://ltp.umich.edu/transportation-alternatives/car-sharing/> )

## Chapter 7 Student Safety

### 3.07.00: General Guidelines

#### Safety Training Webinar

Many students arrive at their field placement with concerns about personal safety that can significantly impact their learning opportunities and their experiences. The U-M SSW strives to make students aware of safety issues and to prepare them to handle potentially dangerous situations. A safety orientation webinar is under MySSW on the School of Social Work website, search "[Field Safety Webinar](#)".

Content includes raising personal awareness, warning signs, intervention skills to de-escalate potentially violent client situations, prevention, intuition, and management of dangerous situations at home, on the street, while traveling, in public places, and in field. Because safety issues relate to field, campus life, and other settings, general information about risk assessment and reduction is important. This information can be used to assess environmental risk levels, determine if a client or another individual could be dangerous, make decisions about managing risky situations, or protect oneself or clients.

#### The Goals of the Safety Webinar

- Provide content that is consistent with social work values and principles and congruent with the School's curriculum.
- Help students develop a framework and various options for responding to potential dangers.
- Raise student consciousness about potential violence and place such violence in a contextual frame so that students maintain empathy with clients.
- Place emphasis on preventing violence by providing students with knowledge of precautionary measures, including alertness to possible danger signals about the immediate environment and behavior of clients.
- Encourage students to assume responsibility for their own safety and to trust their feelings and intuition.

#### Guidelines for Risk Management

It is sometimes difficult to predict when dangerous incidents will occur. The factors most often considered to be predictors are: history of violent behavior, and abuse of drugs and/or alcohol. Aggressive behavior may be direct or indirect; determinants include fear, anger, over-stress, chemical alteration, need for attention or power, and paranoia. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a characteristic adaptive style or if it is reactive to a particular situation. However, the best protection in a threatened or actual assault is to follow one's intuition. Problem-solving skills are also transferable to risky situations: gather data, evaluate the information, decide on a course of action based on the evaluation, implement it, evaluate the outcome and adjust accordingly. This process may occur in an instant or over a longer period of time.

Several basic goals should be the focus of all risk management programs. They include the following:

- Protect the client, staff, and others in the environment
- Help the individual gain control with the least amount of pain and guilt
- Help the individual focus on the source of anger, fear, frustration, etc.
- Assist the individual to express these feelings verbally rather than in actions

Additional resources can be found here on the NASW website: <https://www.socialworkers.org/Practice/Social-Work-Safety>

### 3.07.01: Guidelines for Risk Reduction

Field sites are expected to provide students with specific orientation to field placement policies and procedures regarding risk management and safety. If the field instructor does not provide this orientation, students must ask for it. Students should also learn about the field site's informal methods for assessing and handling risky situations.



During the initial weeks in a field site, students are to become familiar with the safety aspects of their field site's culture and procedures that could affect an individual's safety. Students should use the safety review form <https://ssw.umich.edu/r/field-placement-safety-review> with their field instructor or task supervisor and address areas that may be of potential risk to physical safety and health of the student, clients and colleagues.

Each situation is different, but the guidelines that follow may generally apply in the management of potentially dangerous situations:

- Appreciate realistic limitations. Be reasonable about what is and is not possible. Know when to stay and leave. A sound preventive approach is to avoid seeing clients with reputations for unprovoked assaults or those in acute paranoid psychotic distress in an empty office without back-up staff or security available.
- Keep your work area as safe as possible, keeping it clear of items which could be harmful to anyone involved in a physical intervention. For example, keep objects, which can be used as weapons (e.g., ashtrays, sharp objects, and a hot cup of coffee) away from potentially aggressive clients.
- When possible, alert available staff members that assistance may be needed before entering.
- Act calmly. Keep the scream out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce that person's aggression. Remember, clients and others who are violent are often reacting to feelings of helplessness and loss of control. Therefore, you need to be in control of the situation.
- Take a non-threatening posture to avoid appearing confrontational, but take a protected posture as well. This usually means standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches, and kicks, with arms and hands held near the upper body for possible quick self-protection. Avoid a stare-down by periodically breaking eye contact.
- Don't walk away from the individual who is escalating. Acknowledge the individual's feelings and attempt to talk them down. Encouraging the individual to sit down may sufficiently delay or divert the possibility of attack. Usually, a one-to-one situation with available staff at a distance works well. The most appropriate staff member to be with the individual is the one who has the best rapport with them, not necessarily the staff with the most authority or rank.
- Observe the progress of the aggression and the stages of escalation. Identify those actions on your part which serve to calm and those which serve to inflame the individual, and act accordingly.
- Avoid sudden movements or the issuance of strident commands, as these may only inflame the individual.

Whenever possible, allow the individual to make behavioral choices. Directives or alternatives should be stated concretely and in terms of actions, which can be performed immediately.

- Be direct and state clearly and specifically the required or prohibited behavior.
- Allow the individual to choose between two acceptable behavioral alternatives.
- Do not touch the individual unless you are willing to restrain them; and only when you have been trained by the field site and always act in a manner consistent with all field site protocols. Restraint should only be used as a last resort.

#### What to do if injured during field

- Follow field site procedures to manage the immediate situation and report the incident.
- Get any needed medical care, notify, and debrief with your field instructor.
- **IMMEDIATELY report the incident to your field faculty and the director of field education in the Office of Field Education (734) 764-5331, the MSW program director (734) 764-5340 or the associate dean for educational programs (734) 763-5340.**

Recognize that an injury or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help if needed.

## 3.07.02: Field Site Safety Orientation Recommendations

Field Placement Safety Orientation should include:

- Information about the prevalence of, or potential for, violence while in the field placement assignments.
- Orientation to the surrounding community and neighborhoods, or areas where the student may be learning, and discussion of concerns that students may have regarding their learning in a community-based setting.
- Opportunities for students to observe and shadow their field instructor on community-based visits.
- Opportunities to observe and mentor students on community-based visits.
- Resources such as safety training, pagers, cellular telephones, etc. for students for community-based visits if



available to staff.

- Careful consideration of all assignments given to students and assessment of the assignments' potential for risk, as well as the student's ability to perform the assignment.
- Safety protocols, including building and office security, emergency procedures, management of violent clients, and training students in home visit safety procedure and working with high risk clients.
- Infectious disease control procedures and OSHA requirements.
- Discussion and evaluation regarding student's use of their personally owned vehicle specifying that the vehicle is insured and in good working order when it is appropriate to transport clients on field business. The transportation of clients in personally owned vehicles is highly discouraged due to liability concerns and insurance issues.

## Closing the Loop: Field Placement Issues

Field sites are strongly encouraged to have policies and procedures regarding employee and student safety. These policies should be reviewed, prioritized, and reinforced on a regular basis.

Students need to be:

- Exposed to triaging client situations, peer review (where possible), and the importance of seeking consultation in potentially unsafe situations.
- Instructed about cases that are "at risk" and students should receive more intense supervision, consultation and monitoring with these cases.
- Debriefed after any safety related incident.

## 3.07.03: Field Site Safety Requirements

The field instructor/field site should provide each student with a copy of the field site specific policies and procedures related to safety as part of the student orientation to the field placement, and provide field site required training on safety issues and procedures and requirements related to immunizations and vaccinations. The field placement and each of its programs should have a well-rehearsed specific plan of action in which every member of the staff knows exactly what to do in case of danger. This plan of action should be rehearsed with students and reviewed on a regular basis. It is everyone's responsibility to concentrate on reducing risk in the field setting.

Though a student has the right to refuse a dangerous assignment, a common understanding about the kinds of assignments that are appropriately safe should be reached by the student, the field instructor, and the field faculty when appropriate. The student's field instructor should know, or be able to easily ascertain, the student's location during field hours at all times and should discuss on a regular basis any activities that require special planning with regard to safety. The following types of activities should be discussed with the field faculty member to determine if these activities are appropriate learning activities for students as these require an added element of preparation, support and possibly back-up:

- Community-based home visits
- Client transportation
- Treatment of client with a history of violence (particularly unsupervised or in areas where other staff are not present)

Students should be given the same consideration as employees regarding all aspects of safety within the field setting and assignments. For example, if staff are issued cell phones for community visits in case of emergencies, then students should be provided with similar accommodations in all circumstances. Field sites are reminded that students are in a learning role and that every precaution must be taken to ensure student safety. It is always the responsibility of the field site to ensure the student's safety during field placement hours.

**If a student is threatened or injured while in field education, or involved in an incident where their safety is compromised, the incident should be reported immediately to the field faculty member or the director of field education in the Office of Field Education (734) 764-5331, MSW program director or the Office of the Associate Dean for Educational Programs (734) 764-5340.**

## Chapter 8 Field Placement Policies and Procedures

### 3.08.00: Field Placement Application Process

The field placement experience offers students an opportunity for applied learning and to gain direct social work experience.

Students can explore the steps to the field placement application process under *Incoming Field Students* page on MySSW on the School of Social Work website (<https://sites.google.com/umich.edu/ssw-field-process/prepare-to-apply>). The steps include:

1. Preparing to Apply: understand the purpose of field education, understand the application process and understand the difference between an internship and a field placement.
2. Compose and Submit: review the goal statement guidelines, write goal statement, update resume, finalize your pathway, identify settings of interest and skills to learn, and submit the field placement application.
3. Interview: research and prepare for your interview(s), understand how to navigate different interview formats, learn what you ask and what may be asked of you and learn what happens next.
4. Prepare to Start: prepare to start field, be considering how to enter communities and organizations and communicate with your agency about logistics

### 3.08.01: Field Placement Calendar and Deadlines

Students can find their field placement application deadline by using the tool on the Incoming Field Students site under MySSW on the School of Social Work website.

Once enrolled in field education courses, students can find additional field education assignment dues dates in their field course canvas sites.

Students can find further field assignment due dates on the Field Due Dates page under MySSW on the School of Social Work website.

### 3.08.02: Referral for Interview at Field Site

Once a student has submitted the field application, they will receive a confirmation email and assignment to one of our field faculty for placing.

The OFE field faculty will review application materials, and the student-identified potential placement site preferences. Application materials will then be sent to the field site/field instructor for review.

If the field instructor/field site would like to interview a student, an email to connect the student with the field instructor and/or field site will be sent and the student and the field instructor or the field site will set up an interview.

After the interview, the student and the field instructor will email the assigned field faculty placer and/or field education coordinator (henceforth referred to a OFE placer) to confirm they are accepting the placement and the student.

If the student decides the field site is not a match, they should alert the assigned OFE placer. If the field site determines that the field site is not a match, the student will be notified and the OFE placer will pursue new field options. If the field site decides to turn down the student, OFE will share any feedback received that can help the student in their next interview.

Some field sites require additional application procedures and/or letters of reference as part of the routine of applying for field placement. If needed, the OFE placer will let the student know. Please note, student references that were provided for purposes of admission to the School of Social Work cannot be released for purposes involving field education. Students will need to re-contact their references and seek additional copies.

In addition, many sites will require a criminal history background check, drug screening, and/or particular immunizations.

The field site interviews only those students they feel best match their needs and their ability to offer the type/kinds of student training that the student requires.

All students must successfully interview and be selected for placement by the field site in order to progress through the MSW program.

## 3.08.03: Interviewing for Field Placement

The interview is an opportunity for the student to learn about the field placement and for field site to learn about the student. If a field site/field instructor decides to interview the student, the OFE placer will put the student in contact with the field instructor to set up a time for the interview.

Please know that we have emphasized inclusive/equity-based teaching in our training of field instructors. This includes using inclusive strategies during the placement interview process such as:

- Providing directions including parking, accessible entrances and where to go inside of the building
- Providing a description of the learning objectives of the field placement
- Providing a list of interview questions to each candidate
- Sharing the demographics of the client system and staff

During the interview, field site personnel assess the student's level of interest, suitability for the general type of assignments they have in mind, and field schedules. The student can share their interests, their previous experiences, and discuss the skills they would like to acquire. The student should also ask questions to get an idea of the activities they will participate in to make sure they can meet their learning goals.

To respect the time commitment of the field instructors and the resources at the field site, students interview one place at a time. The interview is meant for the student to evaluate the field site as much as the field site is evaluating the student. If the field site offers the student the placement, the student then decides whether they want to accept the placement. If both agree, the field instructor and the student will inform the OFE placer and the placement is finalized. If the student is not granted an interview or is not accepted after the interview, the OFE placer will work with the student to understand and discuss the circumstances and next steps for moving the student on to another placement option.

Field site interviews should be approached similar to a job interview, so students are reminded to wear appropriate professional attire. Additionally, students should be prepared to discuss their learning goals and objectives, skill development interests, and how they utilize supervision and feedback. This applies to both in-person and virtual interviews. For additional information, see the Interview section of the Incoming Field Student page under MySSW on the School of Social Work website.

## 3.08.04: Policy on Unsuccessful Field Placement Interviews and Failure to Meet the Technical Standards Related to Field

Students must have a successful interview in order to receive a placement and proceed with the field education courses (SW 515 and SW 691). If the student is not accepted for the placement after the interview, they should reach out to the OFE placer, as they may have feedback from the field site that can help the student going forward.

Occasionally, a student is not accepted for field placement after the initial interview because the field site identifies the student has displayed inappropriate professional behavior and/or has failed to demonstrate the ability to meet the *U-M SSW Technical Standards*. Inappropriate professional behavior can include, but is not limited to, arriving late for an interview or not calling/showing up for the interview; unprofessional behavior, dress, hygiene, or language during the interview; unsuitable affect during the interview; or exhibiting behavior deemed not acceptable/suitable to the field site and the clients being served.

If a student turns down two field placement offers after interview or is not accepted by the field site for a field placement after two different interviews and/or if at any point the student fails to display the abilities and attributes identified in the *U-M SSW Technical Standards*, the student may not be allowed to interview further until a student success meeting occurs.

Student success meetings include the student, the director of field education, the MSW program director, the assistant dean for student services, the student's faculty advisor, and others deemed appropriate. The purpose of the meeting will be to assess and address behaviors of concern, assist the student in addressing and correcting these behaviors, and establish an individualized plan of action including next steps and a timeline. At this point, the student may be referred by the associate dean for educational programs and to the Academic Concerns Committee, which reviews students having academic difficulty, including in field. Outcomes of meetings at this level will be decided on a case-by-case basis but could result in dismissal from the program.

## 3.08.05: Global Field Placement Guidelines

The Office of Global Activities (OGA) and the Office of Field Education (OFE) develop limited global field placement opportunities that meet the Global Social Work Practice pathway and the Global Activities Scholar Program (GASP) field requirements. These placements provide advanced field practice experiences and reflect the richness and emerging trends of the social work profession.

Global field placements are approved by the director of OGA, the director of field education, and the associate dean for educational programs to ensure that the Council on Social Work Education (CSWE) accreditation and field curriculum standards are met. Participating students receive professional, credentialed supervision typically from someone with a minimum of two (2) years post-MSW experience who is preferably licensed. GASP students commit 4–5 days per week (or 8 advanced field education credits) toward their global field experience.

Participating students must complete a local field placement in the fall and winter terms before completing the global placement during the spring/summer term. GASP students must be in the Global Social Work Practice pathway.

Extensive course planning and scheduling are required. Global field placements have implications for the financial aid package and the curriculum schedule, which is why only selected students are able to participate. GASP students work closely with the Office of Global Activities upon admission and will be required to attend mandatory meetings both before departing for the global field placement and after returning from abroad.

Students must accept that all arrangements for funding, travel, lodging, food, and other living expenses related to the field placement are the responsibility of the student. We recommend that students begin researching funding opportunities as soon as possible.

Special field schedules are required for GASP students:

### Out-of-Sequence 16-month AND MasterTrack Curriculum Schedule

Incoming Fall: 2 credits (2 days/week) of SW 515 Foundation Field Education in a local field placement.

Winter: 4 credits (2 days/week) of SW 691 Advanced Field Education in a local field placement.

Spring/Summer: 8 credits (4–5 days/week) of SW 691 Advanced Field Education in an international field placement.

Fall: No field enrollment. Classroom-based coursework only.

### Advanced Standing Curriculum Schedule

Incoming Fall: 4 credits (2 days/week) of SW 691 Advanced Field Education in a local field placement.

Winter: 4 credits (2 days/week) of SW 691 Advanced Field Education in a local field placement.

Spring/Summer: 8 credits (4–5 days/week) of SW 691 Advanced Field Education in a global field placement.

Advanced-Standing students must enroll in a minimum of eight (8) credits of SW 691 during the spring/summer term, which means dedicating 4 elective credits to field education.

## 20-Month Curriculum Schedule - N/A

Students must remain in good academic standing in the two (2) terms prior to the global placement AND must earn a grade of satisfactory (S) for both SW 515 and SW 691.

In some special circumstances, students may be approved to complete 6 credits of SW 691 for the global field placement. However, this is only with advanced approval by the OGA Director. Less than 6 credits is not allowed.

MSW students have the option of participating in a global experience through a Global Independent Study (GIS). However, they will not receive field education credit for a GIS and they must follow all independent studies requirements by working with their academic advisor and the Office of Global Activities.

## 3.08.06: Spring/Summer National Block Placement Guidelines

The Office of Field Education (OFE) has developed summer block national field placements that correspond to the MSW program pathways that are capable of providing advanced field practice experiences that reflect the richness and emerging trends of the social work profession.

These field placements are approved by the director of field education to ensure that the Council on Social Work Education (CSWE) accreditation and field curriculum standards are met and that students receive professional-level, credentialed supervision (minimum two years post-MSW, preferably licensed). Students seeking these experiences must be enrolled in the advanced standing, MasterTrack MSW or 16-month curriculum schedule and can expect to typically commit 4–5 days per week (8–10 advanced field education credits). Students must begin their local field placement in the fall and winter terms and complete the national placement during the spring/summer term.

Students need to be aware that there are limited field sites available for block placements in interpersonal practice (IP) due to the nature of IP learning, and the need to have breadth and depth in treatment-related experiences.

Participating students must meet the following requirements:

1. Engage in course planning with their academic advisor to ensure that course requirements can be met.

Participating in a national field placement has implications for the student's financial aid and the student's curriculum schedule. Students will need to decide to pursue a national field placement before they register for incoming fall term classes. Students must contact the Office of Student Services and Enrollment Management before submitting their national field application to ensure that their financial aid plan and curriculum/class obligations can be met.

2. Begin advanced field education (SW 691) on the out-of-sequence 16-month curriculum schedule and start a local field placement in the fall and winter terms. Spring/summer terms are designated for the national block field placement (SW 691).

3. Must be in good academic standing and earn passing grades for all previous terms, including a grade of satisfactory (S) for SW 515 and SW 691.

4. Submit the online field placement application by the field application deadline. Students should NOT contact agencies independently. All communication will be handled by the OFE placers.

5. After applications are reviewed, students may be offered an interview by the organization. Following the interview, a student may be offered a national field placement. Students not selected for national field placement will be required to remain at their fall/winter term assigned local field placement for the remainder of their field hours.

6. Accept that all arrangements for travel, lodging, food, and other living expenses related to the national field

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experience are the responsibility of the student. We recommend that students begin researching funding opportunities as soon as possible. Some of the approved field sites offer stipends, but the amount varies and will most likely not cover all expenses.

## Chapter 9 Required Documentation, Evaluation and Grading

### 3.09.00: Field Placement Verification Form

Students are required to submit an online Field Placement Verification Form (PVF) (<https://ssw.umich.edu/assets/field-student-placement-verification/>) at the start of every term the students are in the field education courses. This form documents the final placement contact information, the days/hours the student will be dedicating to field education and confirms the number of credits the student is registered for.

The field instructor signs this form and then it is verified by the Office of Field Education.

This form must be submitted each term students are enrolled in field education. Should students fail to submit this form by the established due dates, their field hours may be suspended until the form is submitted. In addition, their grade for field education may be impacted. This form is considered a course assignment, and is necessary for students to complete to give access to their educational agreement document.

### 3.09.01: Educational Agreement: Overview

#### Goals

Field education strives to address and create opportunities for students to develop social work competencies, and a working knowledge of the social work profession while integrating course content and the values and ethics of the social work profession. The goal is to encourage students to utilize their classroom learning and integrate this with their field-based professional practice behaviors/assignments under the guidance and supervision of their field instructor. Field education is the applied learning portion of the MSW curriculum and differs from the classroom-based learning in that the experience is more directive, immediate, personal, and practice focused. Field education is designed as a progressive learning experience and is an active and reflective process.

The Council on Social Work Education (CSWE) has established specific competencies for social work education. Students are required to identify assignments and provide justification for assignment completion each term, to show how they will achieve proficiency in each competency. Field site assignments should include using the identified practice behaviors as abilities toward which to strive. Practice behaviors are defined as a blend of activities, knowledge and skills. Students will complete an Online Educational Agreement (OEA) every term, and assignments are behaviorally specific, measurable, and developmentally focused. Field-based assignments are progressive to allow students to participate in a beginning-, middle-, and end-stage approach to learning.

OEA are assignments written for students to complete over the course of each educational agreement (1 semester) while in their field placement. Assignments are written specifically for foundation and advanced field education. The advanced field assignments are specific to each pathway in the MSW advanced curriculum.

The OEA includes pre-written, broad assignments that students will have the opportunity to select, with consultation from their field instructor and field faculty, at the beginning of each field semester. Students will justify completion of assignments throughout the semester by writing justifications that include specific activities the student has completed related to each competency, how it fulfills the identified assignment, and what they learned.

The assignments have been developed with the following guidelines (below) in place to ensure quality assignments that are applicable to all students. The structure of assignments on the OEA is as follows:

#### Foundation Assignments (applicable to foundation field only)

- Students will choose **one** of the 3–5 assignments for **each** competency, written to encompass the **EPAS competencies** and all of their practice behaviors. Students will end up completing nine (9) assignments total for the semester, i.e. one assignment per competency.
- By completing assignments, students will inherently meet the competencies and practice behaviors. Foundation assignments are also written to include the Knowledge and Values dimensions.



- Students will provide justification of competency assignment completion by providing information on placement activities that related directly to each competency assignment.

## Advanced Assignments

- Students will chose **one** of the 3–5 assignments for **each** competency, written to encompass the **pathway-specific advanced competencies** and all of their practice behaviors. Students will end up completing nine (9) assignments total for the semester, i.e. one assignment per competency.
- By completing assignments, students will inherently meet the competencies and practice behaviors. Foundation assignments are also written to include the Knowledge, Values, Skills, and Cognitive-affective Processes dimensions.
- Students will provide justification of competency assignment completion by providing information on placement activities that related directly to each competency assignment.

## Guidelines

- Assignments are written in a way that covers the entire competency and its practice behaviors. This means that by completing an assignment, a student will be able to meet the CSWE EPAS competency requirements and the competency's practice behaviors in their entirety.
- Advanced assignments are written in a way that covers the competencies and practice behaviors established by each pathway.

## Measurement/Rating of Student Performance of the Field Education Assignments

The measurement/rating scale was developed to address concerns related to leniency bias in the measurement of student performance of the assignments and practice behaviors and to create consistent definitions, showing a clear differentiation between each rating, with the goal of improving consistency across field instructor ratings.

Consultation in developing the ratings was received from our faculty experts on measurement. In addition, we did benchmarking with peer institutions and gathered feedback from exemplary field instructors.

Grades are given by UM-SSW field faculty, based on the field instructor's ratings and other assignments related to the field course, including student participation in Field Connections sessions with their UM-SSW field faculty. Grades are given as satisfactory (S), marginal (M) or unsatisfactory (U). Satisfactory foundation-level grades require demonstration of limited to emerging competence. It is expected that competency development is progressive and builds over the semesters a student is in the field education courses, and students are expected to demonstrate emerging competence to competence at the completion of their advanced (SW691) field courses..

## Online Educational Agreement

- The Online Educational Agreement is a collaborative effort between students and field instructors to outline their learning plan and evaluate learning progression and outcomes.
- This is a living document: it is expected that students and field instructors will use the OEA in supervision throughout the term, to identify the learning activities, discuss learning progression, and document justifications for each of the assignments under the nine competencies.

## Development and Initial Submission of the Online Educational Agreement:

- The online Educational Agreement must be completed each term and becomes a contract for field placement. Upon review of the selected assignments and documented justifications, the field faculty may make comments and/or add suggestions for additional learning opportunities throughout the semester.
- Students should download a PDF copy of their Online Educational Agreement at the end of the term, as they will not be able to access them post-graduation. Alumni should contact the Office of Field Education if they need access to this information post-graduation.

## Final Evaluation and Submission of the Educational Agreement for Grading

The OEA also functions as the end-of-term evaluation form. Student grades in field education courses are determined by completion of the following requirements:



- **Students:** Students begin the OEA evaluation process by completing their self-rating assignment justifications and documentation of their field hours. Students may also submit feedback about their field instructor/agency, which will be delivered only to their field faculty for review and discussion with the student to determine next steps if needed.
- **Students:** Key Learning Experience/Project Summary: A key learning experience is a reflection of a meaningful field experience (students should have more than one). The key learning experience reflection is submitted to field faculty as a Canvas assignment. Students may choose to share the document separately with their field instructor. The key learning experience reflection can be submitted as either a written assignment or by creating a video and uploading it. The key learning experience reflection should address:
  - o *What?* - What was your experience; what was your role; where did it occur?
  - o *So What?* - What tasks did you do; what skills and lessons did you learn; and how did it impact you?
  - o *Now What?* - How will you take these skills and lessons learned and integrate them into your professional identity and future practice?
- **Students:** It is required for successful completion of the field course that students participate in at least one *Field Connections* session each term they are in field. *Field connections* is the opportunity to receive support, guidance and mentoring from field faculty, as well as provide opportunities for students to share field education experiences with other students.
- **Students:** A field site visit, a meeting with the student field instructor and field faculty will take place each semester. The field faculty lead the site visit, inquiring about field education activities, successes, and areas for growth, and feedback about the learning experiences .
- **Students:** Timely completion of all field assignments and communication with field faculty is an important aspect of the field course grading rubric.
- **Field Instructor(s):** The field instructor will rate the student on their level of competency of the selected assignments, practice behaviors, and the documented justifications. If there is a secondary field instructor, both will complete the ratings.
- **Students and Field Instructor(s) together:** Student and field instructor(s) must meet to discuss ratings. Following this, the field instructor(s) will submit their final ratings. We strongly recommend that field instructor(s) submit final ratings at the conclusion of the meeting with the student.

Students and field instructors should contact the OFE office manager or field faculty member if they have any questions about how to use the online Educational Agreement forms.

See [Grades in Field Education, volume 1, section 7.0](#)

## 3.09.02: Foundation Educational Agreement

Students enrolled in SW 515 "Foundation Field Education" complete the online Foundation Field Education Educational Agreement Form. This form reflects the competencies for "Foundation Field Education", which focuses on generalist practice. As such, students should be exposed to multiple social work roles and skills applicable to different problems, constituencies, settings, and multiple levels of practice. Therefore, assignments include both micro and macro methods.

The OFE uses Bloom's Taxonomy of Learning as a model for how students should increase breadth, depth, and vigor of assignments as they move through field education.

In addition, OFE stresses the importance of the learning progression that we expect to see from students throughout the time they are engaged in field education. Field faculty emphasize the levels of learning progression toward competency development of introduce (exposure/foundation level), reinforce (immersion/first term specialized level), and practice (supervised independence/final term specialized level) throughout their work with students and field instructors.

The Foundation Educational Agreement form is designed to assist students in gaining competency with generalist level of practice focusing on the field competencies and developing proficiency in the established practice behaviors. The current CSWE competencies and practice behaviors: <https://www.cswe.org/Accreditation/Standards-and->

Students strive to become proficient in the practice behaviors for each competency.

While being educationally focused, student assignments must contribute to the actual work of the field site. Students are encouraged to share their course syllabi and identify where a course-based assignment could be completed in the field setting. The goal is for the student to have field-based learning opportunities which will assist them in deepening, extending, and applying *foundation-level knowledge and skill*.

### 3.09.03: Advanced Educational Agreement

Students enrolled in SW 691 "Advanced Field Education" complete an educational agreement each term for their primary pathway. This form reflects the competencies and practice behaviors for "Advanced Field Education" specific to pathway and focuses on developing knowledge and skills in the student's chosen pathway. Students are assigned a particular educational agreement form based on their identified pathway. This will allow the student to develop specific field-based competencies related to their chosen pathway

The Educational Agreement is based on the course statements for the pathway specializations.

The Educational Agreement is designed to assist students in gaining competency at the advanced level of practice focusing on the competencies and developing proficiency in the established pathway-based practice behaviors. The current competencies and practice behaviors: [https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPAS\\_Web\\_Final.pdf](https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPAS_Web_Final.pdf)

Students, in conjunction with their assigned field instructor, will select specific, culturally competent, professional-practice-focused assignments that are behaviorally specific, measurable and illustrate advanced skill development. These assignments are designed to guide and help the student and field instructor focus on the acquisition of the overall competency *at an advanced level*. Students will provide justification of field activities that fulfill the selected assignments for each competency and strive to become proficient in the practice behaviors for each competency. While being educationally focused, student assignments are designed to contribute to the actual work of the field site. Students are encouraged to share their course syllabi and identify where a course-based assignment could be completed in the field setting. The goal is for the student to have field-based learning opportunities which will assist them in deepening, extending, and applying *advanced-level knowledge and skills*.

Advanced educational agreements are completed for each term the student is enrolled in SW 691 "Advanced Field Education". The educational agreement also serves as an evaluation too at the end of each term. The student provides self-ratings for each competency, which will be reviewed and discussed with the field instructor, who will determine the final ratings. The field instructor then submits the final ratings to the field faculty for course grading.

### 3.09.04: Required Semester Contact with Field Faculty, Site Visits, Field Connections, and Key Learning Experience/Project Summary

Required field faculty, student and field instructor communications and collaborations:

Field faculty will have at least two required contacts with each assigned student during the semester and at least one required contact with the field instructor during the semester. This includes student participation in one *Field Connections* session and a field site visit. Students and field instructors may also reach out to field faculty whenever needed. Additional communications and collaborations are also provided throughout the term as needed to support student learning goals and overall field education.

The goal of these contacts is to provide mentorship and guidance, evaluate the student's learning progress to date, discuss key learning experiences, identify any potential concerns and develop plans of action as needed. To prepare for these interactions and collaborations, students and field instructors should discuss and reflect on:

- How their field site operates, how they have acclimated to the setting, and sharing some of their successes and challenges.
- The educational assignments as related to developing proficiency with the corresponding practice behaviors.
- Their Key Learning Experience/Project Summary Worksheet
- How privilege, oppression, diversity, and social justice (PODS) has been reflected in their placement experience.
- The progress they have made with regard to their personal and professional growth and overall skill development.

Additional topics may include:

- Review several Supervision Agendas used during the term
- How the WHAT? SO WHAT? NOW WHAT Reflection Tool is being utilized
- How critical thinking is being utilized in field practice
- Concerns or issues that have emerged during the term
- Ethical questions or challenges that may have been encountered
- How course work and field are being integrated
- Discussion on the use of social media
- PODS Reflections
- Review of self-care plan
- Review of the end of term evaluation

Key Learning Experience (KLE)/Project Summary: This will be submitted through the SW 515/SW 691 Canvas course site at the conclusion of each field term.

## 3.09.05: Educational Agreement: Evaluation Procedures

Evaluation is both an individual and a shared process and should be considered a springboard for growth. Interaction in each student-field instructor supervisory conference has evaluation components. At the end of every term, the Educational Agreement form serves as the evaluation tool whereby the student provides self-ratings and the field instructor provides final ratings of the student based on the student's completion of assignments and the level of demonstrated competence with the practice behaviors.

Positive learning requires constant feedback. Therefore, students should be routinely kept informed as part of weekly supervision as to their learning progress throughout the placement as opposed to receiving all feedback at the end of the term. The regular supervisory sessions held with the student and the field instructor(s) is a vehicle for feedback. While a formal written midterm evaluation is not required, all students and field instructors should engage in a formal conversation to verbally dialogue about the student's performance at the midpoint in each term. The field faculty member is always available to assist in the midterm discussion.

### End-of-Term Evaluation Process Using the online Educational Agreement

At the end of the term, the student will provide self-ratings of competency development which will be reviewed and discussed with the field instructor. The field instructor will provide final ratings on each competency, using the scoring system below. The final evaluation is a course assignment. If the final evaluation is not completed by the established

due date, the student may not qualify for a passing grade for the course. If the student is graduating, it may mean that the diploma will not be granted until a subsequent term if the educational agreement is not completed.

## The Rating System on the Educational Agreement Form

- **Not Competent:** Student does not demonstrate command of basic knowledge and/or the ability to integrate and apply knowledge to practice, as evidenced by the student's performance of the competency's assignment and practice behaviors. Student does not appear to learn from supervision and coaching.
- **Limited Competence:** Student demonstrates limited and/or inconsistent understanding of basic knowledge, values and skills as applied to practice, as evidenced by the student's performance of the competency's assignment and practice behaviors. There is concern about the student's knowledge and practice level. More than usual amount of supervision may be required.
- **Emerging Competence:** Student demonstrates a beginning or growing ability to integrate basic knowledge, values, and skills as applied to practice. This includes an understanding of what questions to ask and an awareness of how problems and solutions are connected, as evidenced by the student's performance of the competency's assignment and practice behaviors. The student has the ability to function semi-independently with appropriate supervision and support.
- **Competence:** Student demonstrates a consistent understanding and routine ability to integrate basic knowledge, values, and skills as applied to practice. This includes an understanding of the complexity of situations, the ability to manage their emotions, examine information, and recommend solutions, as evidenced by the student's performance of the competency's assignment and practice behaviors. The student has the ability to function independently with appropriate supervision and support.
- **Advanced Competence:** Student demonstrates exceptional depth of understanding and ability to integrate knowledge, values, and skills to practice in a variety of ways. Student anticipates challenges and deals with complex situations holistically. Student displays sound judgment and problem-solves unusually well in novel, diverse and difficult practice situations, as evidenced by the student's performance of the competency's assignment and practice behaviors. The student functions independently and appropriately seeks supervision as consultation.

## 3.09.06: Field Instructor Narrative

***In the last term of placement***, field instructors are required to submit a written narrative. This final narrative should focus on summarizing the student's performance over the course of the placement related to how the field instructor perceives them as thinking and performing like a social worker. Students have worked to attain proficiency in competencies found on the online Educational Agreement. The six professional competence domains listed below (Bogo, Marion. (2010). *Achieving competence in social work through field education*. Toronto, CA: University of Toronto, Press, Inc.) have been established to assist the field instructor in writing the narrative which is a reflection on the student's overall performance as a developing professional. The bullets illustrate/describe the attributes for each domain. This feedback should, in the field instructor's own words, reflect their opinion about the student's capacity to use and/or transfer their knowledge, skills, abilities, attitudes, and values into action in the domains listed below:

### PROFESSIONAL COMPETENCY DOMAINS

1. *Personal Qualities:* The field instructor's perception of the student's

- motivation
- time management abilities
- independence
- energy
- commitment
- flexibility
- adaptability
- accountability

2. *Behavior in the Organization*: The field instructor's perception of the student's

- recognize the importance of context
- work in an organization with rules, procedures, and a hierarchy
- carry out basic procedures of role
- use strong communication skills (verbal and written)
- entertain perspectives of others in a respectful manner ability

3. *Approach to Learning*: The field instructor's perception of the student's

- engage in the learning process
- initiate, seek out, and learn
- generalize learning
- create an approach using knowledge and skill
- seek appropriate consultation
- be self-directed

4. *Conceptualization of Practice*: The field instructor's perception of the student's

- identify the values, principles and ideas that underlie judgments and actions
- use analytical and critical thinking skills
- use theories and approaches consistent with social work knowledge
- make sound ethical decisions and has a clear understanding of the value base of social work

5. *Relational Abilities*: The field instructor's perception of the student's

- exhibits appropriate empathy
- connects, supports, collaborates as well as confronts and challenges appropriately
- manages professional boundaries

6. *Quality of Relationships*: The field instructor's perception of the student's

- engage and form relationships with variety of personnel
- build alliances
- work with diverse populations
- be receptive to and able to apply feedback
- reflect on practice and exhibit self-awareness

## Chapter 10 Field Challenges, Leaving Field Placement, and Replacement Policies

### 3.10.00: Field Concerns, Performance Learning Plans and Problem Resolution

If either the field instructor or the student identifies problems in the field placement, the following steps should be followed with the goal of problem resolution. If the issues are not resolved, the field faculty member should be contacted and a performance learning plan, for student performance, or a plan of action, for student concerns with field instructor or field site, should be developed.

#### Field Instructor/Field Site Concerns about Student Behavior and Performance: Steps in the Process

- The field instructor should first talk directly with the student about concerns and problems concerning student behavior and/or performance. Such communication is a professional social work expectation. The field instructor may seek advice and guidance from the field faculty member before talking to the student.
- Once the field instructor has talked to the student, and if problems remain unresolved, the field instructor should request a meeting with the field faculty member to discuss additional coaching and a performance learning plan for the student. The field faculty may consult with the director of field education as needed.
- The performance learning plan is a contract between the student, the field instructor/field site, and the Office of Field Education. A performance review meeting will be held with the student, the field instructor, and the assigned field faculty member participating in order to develop the plan. The goal of the meeting is to identify the specific concerns/issues in behaviorally specific terms and to outline the tasks/actions that need to be accomplished in order for the student to be considered successful in placement.
- Failure to accomplish the identified action steps could result in termination of the field placement which would result in the student receiving a grade of marginal or unsatisfactory for the field education course. Should the placement be terminated due to failure to meet the performance learning plan, a referral to the Student Success team may be initiated. In addition, consultation will be held with the associate dean for educational programs and could include referral to the Academic Concerns Committee for dispensation.

#### Student Concerned with Field Instructor(s) or Field Site: Steps in the Process

- The student should first talk to the field instructor(s) about concerns and problems concerning the field instructor or the field site. Such communication is a professional social work expectation. The student may seek advice and guidance from their U-M SSW field faculty course instructor before talking to the field instructor(s).
- Once the student has talked to the field instructor(s), and if problems remain unresolved, the student may request a meeting with their U-M SSW field faculty course instructor and together, they will develop a plan of action. This typically will include a meeting with the field instructor. The field faculty may consult with the assistant dean for field education as needed. The goal is problem resolution, which may include the student's leaving the field placement.

#### Student Experiencing Concerns with the U-M SSW Field Faculty: Steps in the Process

- If a student is experiencing problems related to the assigned UM-SSW field faculty member, they should first discuss the issues with that person where and when possible. If this does not resolve the problem, the director of field education should be consulted and attempts will be made to mediate and resolve the problem. If this does not resolve the problem, the student may consult with the associate dean for educational programs.
- If there is a dispute over a grade in field education, the normal university procedures will be followed.

### 3.10.01: Leaving Field Placement, Replacement Protocol, and Grading

If a student leaves their field placement, it will fall into one of four categories. These categories require separate forms. The student will collaborate with the Office of Field Education to determine the category and complete the appropriate documentation.

#### 1. Terminated from Field Placement



Termination from field occurs when a student is requested to leave the field placement due to student performance issues, ethical violations, unprofessional conduct, or if the field site determines that continuation of the student at the field site would have a negative impact on the field site and the clients/community being served. The appropriate form is used to document that a student is terminated from their field placement. The student should complete this form after consulting with the UM-SSW field faculty and the Office of Field Education.

Students who are terminated from their field placement will receive a grade of U for their field course(s) the term, and any field hours completed prior to termination during the term will not count toward field hours in future terms. The terminated student may be required to meet with the student success team (which would include, the field faculty, the faculty advisor, the director of field education, the MSW program director, and a representative from the Office of Student Services and Enrollment Management). Once it is determined that it is appropriate for the student to re-enter field, the student would be placed in a new field placement at the start of the next term. The student is required to submit an *Out-of-Sequence Petition* and a new field placement application as soon as possible after termination. Termination from two field placements will result in a referral to the associate dean for educational programs and the Academic Concerns Committee to determine an appropriate plan of action which may include possible dismissal from the program.

Students terminated from their field placement in the final term of SW691, will be required to complete an additional term of field education in order to secure a new placement and demonstrate competency development.

## 2. Withdrawing from Field (Placement and Course)

Students who choose to leave their field placement during the term would be withdrawing from their field course. The student must withdraw from or submit an add/drop slip for SW 515 "Foundation Field Education" and/or SW 691 "Advanced Field Education". The student must also submit an *Out-of-Sequence Petition* so the Office of Field Education can adjust their student record.

Students who choose to withdraw will receive "W" for the field course(s) the term (if after the drop/add deadline). If a student withdraws from field, field hours accumulated for the term prior to withdrawal will not count toward field hours in future terms. The student is responsible for submitting an add/drop request and/or request a withdraw with the SSW Office of the Registrar. In order to be placed for next term, the student must submit an *Out-of-Sequence Petition* and a new field placement application as soon as possible. The student would work with the Office of Field Education to identify a new field placement that will begin at the start of the next term the student is enrolled.

Students who choose to leave their field placement with only one term of SW691 remaining, may be required to complete an additional term of field education in order to secure a new placement and demonstrate competency development. Students should meet with their assigned UM-SSW field faculty to determine if a one semester placement is a viable option.

## 3. Special Circumstances for Leaving Field Placement

The field faculty, in consultation with the director of field education, will determine whether any given instance falls into this category, but may include issues at the agency level affecting field education. The appropriate form is used to document when a student is leaving their field placement because of special circumstances. Depending on the circumstance, the student's hours may or may not count towards their next field placement. The student's grade will be dependent on their performance while at the field placement. The Office of Field Education will work to replace the student in the same term if possible.

The student must submit a field placement application as soon as possible so that the Office of Field Education can work to find a new field placement during the current term. If OFE is unable to find a new field placement in the current term, the student would receive a grade of I or NR. OFE will update this grade once the student has completed the necessary field hours and documentation in their new placement.

## 4. End-of-Term Switching Field Placement

Online students may choose to switch field placements at the end of a term. However, students should be mindful

that alternative options may not be available in their locations. Consideration regarding switching placements must be discussed in advance with the students' field faculty. Students should be aware that a switch in field sites may delay their progress through the program.

## 3.10.02: Appropriateness to Begin Field Placement and Return to Field Placement: Policy and Procedures

The University of Michigan School of Social Work is fully committed to supporting and educating students as they progress through their education and prepare to enter the social work profession. Given the ethical responsibilities of professional social work practice to promote and protect the well-being of the clients and communities being served, problems arise when students struggle to meet minimum professional and technical standards and expectations that interfere with field and put clients and community well-being at risk.

If significant concerns are identified prior to starting field placement, the student will be reviewed for readiness for participation in field placement and an appropriate plan of action (including delaying the start of field) will be developed by the Student Success Team. If an agreeable resolution and plan cannot be established the matter will be referred to the associate dean for educational programs and the Academic Concerns Committee.

If a student experiences an unnatural break in field placement for any reason, they are required to complete a "Return to Field Placement Action Plan." Should the field instructor, student and field faculty agree that the "break" was acceptable/approved, then an action plan does not need to be completed. The goal of the action plan is to ensure that the student is ready and able to fulfill the responsibilities and expectations associated with field education. This plan must be submitted at least three weeks prior to the posted start date of field education for the term.

The student's action plan will be reviewed and approved by the assigned field faculty member and must also have the approval of the director of field education. A Student Success Team meeting may also be scheduled at the recommendation of the field faculty. This review will evaluate the student's proposed action plan, and if requested, any restrictions and/or accommodations that will involve the field site. If the field site is unable to provide the requested accommodation, and an equally effective accommodation is not available, the student will need to work with the Office of Field Education to obtain another field placement. Students are strongly encouraged to consult with the U-M Office of Services for Students with Disabilities if accommodations or restrictions are anticipated to be part of the student's action plan.

If a student has been under the care and/or supervision of a physician or other health care professional during the period of time he/she was unable to participate in field placement, a memo may be sent to the identified health care provider after the student has signed a release of information, requesting that the provider submit a healthcare release which indicates the student is ready and able to return to the field placement with or without accommodations.

If the release from the health care provider includes any restrictions or need for accommodations, then the statement must include the duration of the restrictions or need for accommodations, and the necessity for any follow up care that may impact the field placement. All documentation will be submitted to the Office of Field Education. If accommodations are indicated, then the information will be sent to the U-M Office of Services for Students with Disabilities for review. This office will advise OFE regarding the implementation of the requested accommodations.